Design and Technology Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Autumn	Pupils to design purposeful,	Developing, planning and	Research:	What are sliders and	A slider moves in a	Slider	Skipton castle		<u>Projects on a</u>
Castles	functional, appealing products for themselves and other users based on design criteria.	communicating ideas. Draw on their own	Children will explore existing cards to establish the purpose	levers? Why do we send/give	linear motion. A bridge secures the slider and controls its	Lever Motion Pivot	trip		Page The design and
Sliders and Levers	Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,	experience to help generate ideas Suggest ideas and explain what they are going to	(why people send them to each other). Technical Knowledge: Children will practise	people cards? How can we make parts of our designs move?	A lever moves in a curved motion	Curved	50 things: Plan a party (Royal feast experience)		technology association King Leonard's
Making moving cards	information and communication technology.	do Model their ideas in card	creating mechanisms for their cards.	move:	A lever moves on a pivot				Teddy by Phoebe Swan
Cooking a Royal feast (Look and Cook Primary School Programme)	Pupils to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They will select from and use a wide range of materials and components, including construction materials,	and paper Working with tools, equipment, materials and components to make quality products	Design: Children will consider the purpose of their own card and incorporate this into their design. Make:		Some reasons we give cards are for special occasions (e.g. Christmas, birthdays, Valentines etc.), to congratulate someone or to say get well soon.				The Worst Princess by Anna Kemp

	textiles and ingredients, according to their characteristics. Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria.	Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools e.g. scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Use simple finishing techniques to improve the appearance of their	Children will use cutting and joining techniques to create their card. Evaluation: Children will evaluate their product based on how well the mechanism works and how visually appealing their card is.	Possible Misconception	ns:			
		Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make						
Oracy opportunities for Autumn term	Evaluations of existing products and the	e products the children crea	l ate					
Spring	Pupils to design purposeful,	Developing, planning and	Research:	What are fruit and	A fruit is a food that	Fruit	Gardening in the	Plastic planet
Eco -warriors	functional, appealing products for themselves and other users based on design criteria.	Communicating ideas. Suggest ideas and explain what they are going to	Children will eat a variety of fruit and evaluate them based on taste and texture	wegetables? Why do we need to eat healthily?	grows on plants and has a seed. A vegetable is a food	Vegetable Kebab Healthy Taste	school garden, lessons in the outside classroom	The design and technology association
Fruit Kebabs	Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	do Model their ideas in card and paper Working with tools,	Technical Knowledge: Children will learn the difference between fruit and vegetables and why we should eat healthily	What is a kebab? How can we describe different tastes? (e.g. sweet, sour etc.)	that grows on plants but doesn't have seeds Eating healthily supports people to	Texture Safety Peeling Sour Bitter Crunchy	Careers/ Aspirations week STEM visit Eatwell plate –	Projects on a Page
Making a healthy meal (Look and Cook Primary School Programme)	Pupils to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They will select from and use a wide range of materials and components, including construction materials,	equipment, materials and components to make quality products (incfood) Make their design using appropriate techniques	Design: Children to be allowed a limited number of choices for their kebab and will choose from a range (giving reasons)	How can we describe different textures? (hard, soft, crunchy etc.)	have more energy Foods have different tastes Foods have different textures	Slimy	nutrition lessons	

	textiles and ingredients, according to their characteristics. Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria. To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from	With help measure, mark out, cut and shape a range of materials Use tools e.g. scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Evaluate their product by discussing how well it	Make: Children to cut, peel and skewer their ingredients. Evaluate: Children evaluate their kebabs on taste, texture, visual appeal (e.g. pattern), how easy it was to make and how healthy it is.	Possible Misconception	ns:			
		works in relation to the purpose Evaluate their product by asking questions about what they have made and how they have gone about it.						
Oracy opportunities for spring term	Discussion- Why is it important to be healthy? Describing foods based on different cr	iteria						
Summer Incredible India	Pupils to design purposeful, functional, appealing products for themselves and other users based on design criteria.	Developing, planning and communicating ideas. Suggest ideas and explain	Research: Children to explore different structures and how they stand on their	What is a structure? What does freestanding mean?	A structure is a building or frame made from more than one part	Structure Freestanding Balance Secure	Indian food- cooking with parents	The design and technology association
Freestanding Structures	Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication	what they are going to do Working with tools, equipment, materials and components to make	Technical knowledge: Children to practise techniques for joining and making structures	Why do we need structures to be freestanding? Why is it important	The taller a structure is the more likely it is to fall over A wider base makes a	Base Join Materials	50 things: Have a picnic	Projects on a Page
Indian Building Cooking Indian food	technology. Pupils to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They will select from and use a wide range of materials and components,	quality products (inc- food) Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials	more secure (including different materials) Design: Children to design their chair considering materials, shapes and joining techniques	for structures to be secure? How can we make structures stronger, stiffer, more secure?	structure balance easier Parts of a structure can be joined in different ways			Augustus and his Smile by Catherine Rayner

(Look and Cook	including construction materials,		Make:	Possible Misconceptions:	
	_	Use tools or seissors and	Children to make and	Possible Misconceptions.	
Primary School	textiles and ingredients, according to	Use tools eg scissors and			
Programme)	their characteristics.	a hole punch safely	test their products		
	Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria.	Select and use appropriate fruit and vegetables, processes and tools Use simple finishing techniques to improve the appearance of their product. Evaluate their product by asking questions about what they have made and how they have gone about it.	Evaluate: Children to evaluate their chairs based on how well balance and secure they are		
Oracy	Discussion-				
opportunities	What makes our structures stronger?				
	Choosing materials and joining technic	aues giving reasons			
for summer		Anes Bivilia Leasons			
term					

Theme	National Curriculum	Progression in Skills	Disciplinary Process	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Autumn The History of Flight Preparing Healthy Food Healthy snack - Flap jacks and seed bars	When designing and making, pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab to name and describe them	Research: Children to learn about where seeds and oats come from Technical knowledge: Children will learn kitchen safety and hygiene (washing hands, hair, clothes etc.) Design: Children to choose from a range of ingredients based on taste, texture, health etc) Make: Children to make a	What is a flapjack? What is a seed bar? Where do seeds come from? Where do oats come from? What is a recipe? How can we cook and prepare flapjacks/seed bars? How can we be safe and hygienic while cooking/handling	Seeds come from the inside of flowers and fruits. Oats are the edible seed of oat grass The word flapjack is believed to come from flipping or flapping a cake on a griddle pan. Seeds are a good source of protein Eating seeds everyday helps to keep your body healthy	Hygiene Safety Ingredients Seeds Oats Golden syrup Butter Brown sugar	Pilot Visit- aspirations	Sex: Amelia Earhart -female pilot	DT Association Projects on a Page Emma Jane's Aeroplane I am Amelia Earhart Taking Flight: How Wright Brothers Conquered the Skies Whoever heard of a flying bird
	Explore and evaluate a range of existing products	Measure, cut and score with some accuracy	flapjack and a seed bar	food?	,,				

Droporino			Evaluation:	Possible Missensentia	ne		<u> </u>	Chorny Placeam and
Preparing a healthy meal for a pilot (Look and Cook Primary School Programme)	Evaluate their ideas and products against design criteria Technical knowledge To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from	Use hand tools safely and appropriately Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques	Children to evaluate and compare their seed bars and flapjack based on taste, texture, nutrition, ease of creation, visual appeal and decide which they prefer	Possible Misconceptio	115:			Cherry Blossom and Paper Planes
Oracy	Discussion-							
opportunities	Why is it important to be healthy?							
for Autumn	Describing foods based on different co	riteria						
Term		,	·	·		<u>, </u>	· · · · · · · · · · · · · · · · · · ·	
Spring	When designing and making, pupils	Cut, shape and join fabric	Research:	What are puppets?	The head and hands	Puppet	Pantomime	DT Association
	should be taught to:	to make a simple	Children to learn about		of a hand puppet can	Felt	experience in	
My Country		garment. Use basic	how puppets are used	What are puppets	be made of materials	Plastic	Alhambra	Seeds of friendship
My City	Design purposeful, functional,	sewing techniques	for different	made out of?	that are either solid or	Thread	theatre	
	appealing products for themselves	Constallation b	performances	NAVISTAL CONTRACTOR CONTRACTOR	flexible.	Paper	Nation 1	Invisible
Making hand	and other users based on design	Generate ideas by	(Shadow, hand, string)	Which materials can	Hand numerate vessells	Card	Mini	All Threugh the
puppets	criteria	drawing on their own and other people's	Technical knowledge:	be used to make puppets?	Hand puppets usually have no legs; when	Stitch Staple	pantomime in class using	All Through the Night
	Generate, develop, model and	experiences	Children to practise using	puppets:	they do have legs,	Tape	puppets	INIGIIL
	communicate their ideas through	experiences	different joining	How can puppets be	these hang limply	Stick	made by	Small Mouse, Big
	talking, drawing, templates, mock-	Develop their design	techniques to join fabric	moved?	without being	Stick	students	City
	ups and, where appropriate,	ideas through discussion,	together	moved.	controlled.		students	City
Yorkshire	information and communication	observation, drawing and		How can we join			Careers/	Beegu
Puddings	technology	modelling	Design:	fabric together?	We can join materials		Aspirations	
(Look and Cook	J.		Children to design their		together using		week STEM	Fabric
Primary School	Select from and use a range of tools	Identify a purpose for	product based on the		staples, safety pins,		visit.	
Programme)	and equipment to perform practical	what they intend to	performance they will be		glue, tape, stitching			Threads
i rogramme)	tasks [for example, cutting, shaping,	design and make	doing (identify the types		(running stitch)			
	joining and finishing]							Needles

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	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge	Identify simple design criteria Make simple drawings and label parts Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	of join and materials used) Make: Children to make their puppets Evaluate: Children to evaluate their puppets based on appearance and quality of joins	Possible Misconception	15:				
Oracy opportunities for Spring Term	Mini Pantomime using puppets made	by students							
Summer	When designing and making, pupils should be taught to:	Generate ideas by drawing on their own and other people's	Technical Knowledge: Children to learn how wheel and axle	What is a wheel? What is an axle?	A windmill is a structure with a wheel mechanism that	Wheel Axle Windmill Mechanism	Seaside trip to Filey	Age: David Attenborough	DT Association Projects on a Page
The Great British Seaside	Design purposeful, functional, appealing products for themselves and other users based on design criteria	experiences Develop their design ideas through discussion,	mechanisms work and have a go at making a simple version (wheels on a template)	What type of motion do they make?	creates energy by being spun around by wind.	Energy Rotation Spin			Little Turtle and the
Wheels and Axles	Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate,	observation, drawing and modelling Assemble, join and combine materials and	Research: Children to explore the different ways the mechanisms are used for	What products/structures use wheel and axle mechanisms?	A wheel spins around an axle in a rotary motion (round and round).				The Storm Whale The Big Book of The
Windmills	information and communication technology Select from and use a range of tools and equipment to perform practical	components together using a variety of temporary methods e.g. glues or masking tape	different purposes (e.g. vehicles, tools) including a specific focus on windmills	What are windmills used for?	A windmill has blades that get pushed by wind				Blue One World Dolphin Boy
Fruit Lollies (Look and Cook Primary School Programme)	tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products	Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately	Children to explore different materials and how well suited they are to be used as blades for a windmill Design: Children to design their windmill, identifying the materials they are using						

	Evaluate their ideas and products	Assamble isin and	and where the	Possible Misconceptions:		
	Evaluate their ideas and products	Assemble, join and	1	Possible iviisconceptions:		
	against design criteria Technical	combine materials in	mechanism will be			
	knowledge	order to make a product				
			Make:			
	Build structures, exploring how they	Identify a purpose for	Children to make their			
	can be made stronger, stiffer and	what they intend to	windmills			
	more stable	design and make				
			Evaluate:			
	Explore and use mechanisms [for	Identify simple design	Children to evaluate their			
	I		windmills based on how			
	example, levers, sliders, wheels and	criteria	II.			
	axles], in their products.	1	well the mechanism			
		Make simple drawings	works (blow them and			
		and label parts	see if they spin)			
		Evaluate their product by				
		discussing how well it				
		works in relation to the				
		purpose				
		Evaluate their products				
		as they are developed,				
		identifying strengths and				
		possible changes they				
		might make				
		Evaluate their product by				
		asking questions about				
		what they have made				
		and how they have gone				
		about it				
Oracy	Evaluations of products		L	1	<u> </u>	
opportunities	Reasons for choosing materials					
	The state of the s					
for Summer						
Term						

Theme	National Curriculum	Progression in Skills	Disciplinary Process	Key Questions		Key Facts		Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Autumn	Generate, develop, model and	Explore, develop and	Research:	How does a lever	1	es are used to	Linka	_			DT Association
	communicate their ideas through	communicate design	Children to conduct	work?		ol the motion of	Input				Duningto on a Dago
Stone Age	discussion, annotated sketches, cross-sectional and exploded	proposals by modelling ideas	"market research" by interviewing a younger	How do levers and	a med	chanism	Outp	ut			Projects on a Page
1	diagrams, prototypes, pattern pieces	lucas	year group about their	linkages work	A leve	er mechanism					
Levers and	and	Select tools and	interests (using existing	together?		ave multiple					The First Drawing
Linkages	computer-aided design	techniques for making	examples as a prompt)		pivots	5					
Daga fay a yan		their product		What are the best							
Page for a pop-	Select from and use a wider range of		Technical Knowledge:	levers to use?							Low food mile food
up book	tools and equipment to perform	Think about their ideas	Children to practise								
	practical tasks [for example, cutting,	as they make progress	creating different	What are the best							
	shaping, joining and finishing],	and be willing change	examples of lever	linkages to use?							
	accurately		mechanisms								

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Create a meal with low food miles (Look and Cook Primary School	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work To test, evaluate and refine their	things if this helps them improve their work Evaluate their product against original design criteria e.g. how well it meets its intended purpose	Design: Children to design their page with a clear theme and showing the moving parts with arrows Make: Children to make their	Possible Misconception	ns:			
Programme)	ideas and products against a specification, taking into account the views of intended users and other interested groups	Demonstrate hygienic food preparation and storage	Evaluate: Children to evaluate their					
	To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of		product based on how well the mechanism works and how likely a child would be to want to					
	predominantly savoury dishes using a range of cooking techniques		read the story					
	To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed							
Oracy	Questions for younger children		<u> </u>	I			l	I.
opportunities	Evaluating their products							
for Autumn term								
Spring	Use research and develop design	Identify a purpose and	Research:	What is a badge?	A badge is a small		50 things –	Once Upon a
Spring	criteria to inform the design of	establish criteria for a	Children to look at	What is a baage.	piece of metal or	Badge	sew on a	Snowstorm
Here, There	innovative, functional, appealing	successful product.	different examples of	What different types	fabric with a design	2D	button	
and	products that are fit for purpose,	'	badges (What they are	of stitch can we use?	on it	3D		Felt
Everywhere	aimed at particular individuals or	Make drawings with	made out of, how are			Needle	Careers/	
Everywhere	groups	labels when designing	they joined, what	What materials would	They are used for	Running	Aspirations	Pins
3D to 3D			meaning do they have?)	work well for a	uniforms to show	Back Stitch Cross	week STEM	Needles
2D to 3D	Generate, develop, model and	Select tools and		badge?	membership of a	Stitch	visit	
	communicate their ideas through	techniques for making	Technical Knowledge:		group			Examples of
	discussion, annotated sketches,	their product	Children to practise three	How do we begin and				different fabrics
Padgos	cross-sectional and exploded	Measure, mark out, cut,	types of stitches	finish a stitch?	We can use running stitch, back stitch and			Threads
Badges	diagrams, prototypes, pattern pieces and	score and assemble	(running, back and cross)		cross stitch to join			Tilleaus
	computer-aided design	components with more	Design:		materials together			
	compater area design	accuracy	Children to design their		materials together			
	Select from and use a wider range of	,	badge (identify the stitch		Each type of stitch has			
Creating a	tools and equipment to perform	Work safely and	used with a reason and		advantages and			
balanced meal	practical tasks [for example, cutting,	accurately with a range	consider the meaning		disadvantages			
(Look and Cook	shaping, joining and finishing],	of simple tools						
Primary School	accurately		Make:		The eye of the needle			
Programme)		Measure, tape or pin, cut	Children to make their		is the place we push			
, rogramme)	Select from and use a wider range of materials and components,	and join fabric with some	badges		our thread through to join it			
	including construction materials,	accuracy	Evaluate:		JOHI IL			
	textiles and ingredients, according	Evaluate their product	Children to evaluate their		To finish a stitch we			
	to their functional properties and	against original design	product based on		tie a knot			
	aesthetic	criteria e.g. how well it	accuracy of stitch, how					
L		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 22 24 25 25 25 25 25 25 25 25 25 25 25 25 25	1		1	1	1

	qualities	moots its intended	cocure it is and	T	2D means an object	1	Ι	
	qualities	meets its intended purpose	secure it is and appearance		only has a width and			
	Investigate and analyse a range of	purpose	арреагансе		length. 3D also has a			
	existing products				height			
	existing products				Height			
	Evaluate their ideas and products			Possible Misconception	ns:	1		
	against their own design criteria and							
	consider the views of others to							
	improve their work							
	'							
Oracy	Evaluations							
opportunities								
for spring term								
Summer	Use research and develop design	Generate ideas for an	Research:	What types of food	Fajitas are a Mexican	Sandwich		DT Association
	criteria to inform the design of	item, considering its	Children to be provided	are considered	dish consisting on	Pitta		
Greeks	innovative, functional, appealing	purpose and the user/s	with a range of	healthy?	ingredients encased in	Tortilla Wrap Filling		Projects on a Page
	products that are fit for purpose,		sandwiches using		a tortilla wrap	Protein		
Savoury dish	aimed at particular individuals or	Identify a purpose and	different recipes (mix of	What are the		Dairy		
(cultural link)	groups	establish criteria for a	wrap and pitta) and	different food groups?		Oils		feta
(cultural lilik)		successful product.	evaluate which they like		healthy alternative to	Fibre		
	Generate, develop, model and		and why	Why do we use bread	sliced bread with	Nutrition		cucumber
	communicate their ideas through	Plan the order of their		to contain	more vitamins,			
	discussion, annotated sketches,	work before starting	Technical Knowledge:	ingredients?	minerals and fibre			salad leaves
F /5	cross-sectional and exploded	Make drawings with	Children to learn about					
Fajitas/Pitta	diagrams, prototypes, pattern pieces	labels when designing	the different food groups	Why are some	Food can be sorted			lemon juice
	and computer-aided design	Management of the state of the	and a balanced diet	ingredients suited to	into the following			
	Calant from a site of a site of	Measure, mark out, cut,	Children to to a second	sandwiches more	groups:			tomatoes
	Select from and use a wider range of	score and assemble	Children to learn cutting,	than others?	Fruit and Vegetables			
	materials and components,	components with more	spreading and grating	How do	Carbohydrates			
	including construction	accuracy	techniques	How do we prepare	Protein			
	materials, textiles and ingredients,	Mark cafely and	Docigne	ingredients for a	Diary			
	according to their functional	Work safely and	Design:	sandwich?	Spread and Oils			
Make a Greek	properties and aesthetic	accurately with a range	Children to design their		A halancad dist			
salad	qualities	of simple tools	sandwich identifying the		A balanced diet			
Jaiaa	Investigate and analysis a range of	Domanstrata husiasia	type of breads, the		consists of all the			
	Investigate and analyse a range of	Demonstrate hygienic	fillings and what		different groups but			
	existing products	food preparation and	technique they will need		too much of some			
		storage	for each one.		would be unhealthy	1		

(Look and Cook Primary School Programme)	To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Make: Children to make a their product Evaluate: Children to evaluat product based on h secure it held the fit taste, texture, appearance, how n food groups it uses healthy it is.	te their now iilling,		
Oracy opportunities for summer term	Describing the examples during resear Evaluations	⁻ ch			

Theme	National Curriculum	Progression in Skills	Disciplinary Process	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Autumn	Use research and develop design	Generate ideas,	Technical Knowledge:	What is a fastening?	Fasteners are used to	Purse			DT Association
	criteria to inform the design of	considering the purposes	Children to practise		close textile products	Wallet			
Our Magical	innovative, functional,	for which they are	attaching a fastener to a	What types of	Types of fastening	Fastener			Projects on a
City	appealing products that are fit for	designing	piece of fabric	fastening are there?	include velcro, zips,	Velcro			<u>Page</u>
	purpose, aimed at particular		_		buttons	Zip			
Product with a	individuals or groups	Make labelled drawings	Research:	What is the purpose		Button Fashionable			
fastening		from different views	Children to explore a	of a purse/wallet?	People usually keep	Secure			
	Generate, develop, model and	showing specific features	range of existing		money and cards in				
	communicate their ideas through		bags/purses/wallets and	What materials would	their purses/wallets				Fruit
	discussion, annotated	Develop a clear idea of	identify how they are	we use for the	They read to be				Dlandar
Page/Durses/	sketches, cross-sectional and	what has to be done,	fastened and why	product?	They need to be				Blender
Bags/Purses/	exploded diagrams, prototypes,	planning how to use	someone would want to		secure so money doesn't fall out				Milk
Wallets	pattern pieces and computer-aided design	materials, equipment and processes, and	buy it		doesn t iaii out				IVIIIK
	computer-aided design	suggesting alternative	Design:		Purses and wallets are				Yoghurt
	Select from and use a wider range	methods of making, if	Children to design their		also seen as fashion				Togriuit
	of materials and components,	the first attempts fail	bags, identifying		items so people want				Flour
	including construction materials,	the mot attempts rail	materials, patterns and		them to look				T TOWN
	textiles and ingredients, according	Use simple graphical	what fastener they will		attractive				Eggs
	termos and marcanemas, addording	and simple Brahmout	use and why. Also,		35300				-00

Smoothies and	to their functional properties and	communication	identify the intended	Possible Misconception	ns:			Butter	
cupcakes	aesthetic	techniques	customer						
(Look and Cook								Sugar	
Primary School	To select from and use a wider	Sew using a range of	Make:						
Programme)	range of tools and equipment to	different stitches, weave	Children to make their					Bun cases	
	perform practical tasks [for	and knit	purse/wallet						
	example, cutting, shaping, joining								
	and finishing], accurately	Join and combine	Evaluate:						
		materials and	Children to evaluate						
	To understand and apply the	components accurately	their bags based on						
	principles of a healthy and varied	in temporary and	visual appeal, how						
	diet	permanent ways	secure they are, how well the fastener works						
	To prepare and cook a variety of	Massura tana ar nin sut	Well the lasteller works						
	predominantly savoury dishes using	Measure, tape or pin, cut and join fabric with some							
	a range of cooking techniques	accuracy							
	To understand seasonality, and	accuracy							
	know where and how a variety of								
	ingredients are grown, reared,								
	caught and processed								
Oracy	Describing reasons for choosing exam	nple bags							
opportunities	Evaluations								
for Autumn									
Term									
Spring	Select from and use a wider range	Generate ideas,	Research:	What is the purpose	An electric switch is	Conductor	Careers/	DT Association	on
Spring	of tools and equipment to perform	considering the purposes	Children to explore	of an electric switch?	used to control the	Insulator	Aspirations	217630ciati.	
17 th Century	practical tasks [for example, cutting,	for which they are	different flashlights with	or an electric switch.	flow of an electric	Switch	week STEM visit	Projects on a	a
· · · · · · · · · · · · · · · · · · ·	shaping, joining and finishing],	designing	different types of switch	Which materials	current.	Wire		Page	_
Britain	accurately		(e.g. push to make,	should we use to		Conceal			
61		Make labelled drawings	on/off, slider). Children	make our switch?	If the switch is	Current			
Simple	Select from and use a wider range	from different views	to explain how each		allowing the current	Battery		pizza bases	
electrical	of materials and components,	showing specific features	works.	What different types	to flow, the electric	Cell			
components	including construction materials,			of switches are there?	item will be on.			apples	
	textiles and ingredients, according	Develop a clear idea of	Technical Knowledge:						
Torches	to their functional properties and	what has to be done,	Children to make and	How can we conceal	If it is not allowing it			flour	
	aesthetic qualities	planning how to use	attach a range of	our circuits?	to flow, the electric				
		materials, equipment	switches using different		item will be off.			sugar	
Pizzas and	Investigate and analyse a range of	and processes, and	techniques/materials to	How do we make sure					
apple crumble	existing products	suggesting alternative	see which will be	our circuit is safe?	To make a switch, we			butter	
(Look and Cook		methods of making, if	effective (e.g. paper		need to use materials				
Primary School	Evaluate their ideas and products	the first attempts fail	clips, foil, split pins etc.)		which are conductors			tomato pure	ee
Programme)	against their own design criteria	Evaluate their work both	D		so that the electricity				
· · · · · · · · · · · · · · · · · · ·	and consider the views of others to	Lvaluate their WOLK DOTH	Design:	1	will pass through.			cheese	

	T	1		B 111 an 11			T	
	improve their work	during and at the end of	Children to design their	Possible Misconception	ns:			
	l	the assignment	flashlight, identifying					pizza toppings
	Understand and use electrical		where the electrical					
	systems in their products [for	Evaluate products and	components will be and					
	example, series circuits	identify criteria that can	what type of switch.					
	incorporating switches, bulbs,	be used for their own	They will also create a					
	buzzers and motors]	designs	circuit diagram to match.					
	To understand and apply the		Make:					
	principles of a healthy and varied		Children to make their					
	diet		flashlights					
	To prepare and cook a variety of		Evaluate:					
	predominantly savoury dishes using		Children to evaluate					
	a range of cooking techniques		their products based on					
			how well the circuit					
	To understand seasonality, and		works, how well it is					
	know where and how a variety of		attached/concealed					
	ingredients are grown, reared,							
	caught and processed							
Oracy								
opportunities								
for Spring Term								
Summer	Evaluate their ideas and products	Make labelled drawings	Research:	What is CAD?	Computer aided	Computer aided	Enterprise	DT Association
	against their own design criteria	from different views	Children to explore a		design can be used to	Packaging		
The Great Escape	and consider the views of others to	showing specific features	range of existing	What are the benefits	make products that	Net		<u>Projects on a</u>
	improve their work.		packaging. They will	of using computers	are difficult to do by	Accurate Replicating		<u>Page</u>
CAD		Develop a clear idea of	identify how it helps to	rather than creating	hand	Hand-made		
	Understand how key events and	what has to be done,	sell the product and take	by hand?				
Packaging	individuals in design and technology	planning how to use	it apart to see what 2D		CAD is useful for			Escape from
	have helped shape the world.	materials, equipment	nets it creates	What is a 2D net?	when we want to			Pompeii
Rusk biscuits (to		and processes, and			make more than one			
go inside the	Apply their understanding of	suggesting alternative	Technical Knowledge:	How does packaging	item because they			Chariots &
packaging made)	computing to program, monitor and	methods of making, if	Children will use CAD to	for food help to sell a	will all look exactly			Champions
(Look and Cook	control their products	the first attempts fail	create some simple nets	product?	the same			
Primary School			and turn them into a 3D					
1	To understand and apply the	Select appropriate tools	shape		2D nets can be used			
Programme)	principles of a healthy and varied	and techniques for			to make packaging for			
	diet.	making their product	Design:		3D products			
		making their product	Children to design their		Packaging is often			
		Measure, mark out, cut	product using the same		bright and colourful			
	To prepare and cook a variety of	and shape a range of	CAD system thinking		to attract people's			
	predominantly savoury dishes using							
	a range of cooking techniques.	materials, using	about colours, text and		attention in shops			
		appropriate tools,	shapes					

	To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests	Make/Evaluate: Children to assemble their nets and reproduce them multiple times Once done, they will present their product to the class (Dragon's Den style) and provide feedback	Possible Misconceptions:	
Oracy opportunities for Summer Term	Pitching their product to an audience				

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Adventures Bread Breads from around the world	When designing and making, pupils should be taught to: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Select appropriate materials, tools and techniques Use skills in using different tools and	Research: Children to taste breads from around the world, identifying locations on a map and rating the breads based on taste, texture and visual appeal Technical knowledge Children to observe the effects of including/excluding a raising agent on bread and sort different breads by whether they are leavened or unleavened Design: Children to write the ingredients for a recipe they will use including whether their bread will	How is bread made? What are the ingredients? What makes the dough rise? Where do different breads come from?	Bread contains: Flour, Water, Salt Some breads also use a raising agent such as yeast Ingredients such as seeds, raisins, garlic, herbs etc can be included for taste Leavened bread contains yeast or another raising agents, examples include: Brioche, Sourdough, Wholemeal etc. Unleavened bread doesn't include a raising agent. Examples include: Naan, Tortilla, Flatbreads etc.	Raising agent Bake Yeast Flour Salt Leavened Unleavened Knead			Projects on a Page

	To understand and apply the	equipment safely and	be leavened or		When making bread,			
	principles of a healthy and varied	accurately	unleavened. They can		ingredients are mixed			
	diet		also consider shape and		together, kneaded and	left		
	To prepare and cook a variety of	Weigh and measure	any visual aspects they		to rise. They are then			
	predominantly savoury dishes using	accurately (time, dry	can alter (e.g. carving		baked.			
	a range of cooking techniques	ingredients, liquids)	pattern into a leavened		Dakeu.			
			dough)	D 111 A41 11			-	
	To understand seasonality, and know	Evaluate a product		Possible Misconception	S:			
	where and how a variety of	against the original	Make:					
	ingredients are grown, reared,	design specification	Children to make their					
	caught and processed		breads making sure to					
		Evaluate it personally	take part in the mixing,					
		and seek evaluation	kneading and baking					
		from others	process					
		Measure and mark out	Evaluate:					
		accurately	Children to evaluate					
		accurately	their breads based on					
			texture, taste and visual					
			appeal (leavened					
			options can evaluate					
			how well it has risen)					
Oracy	Evaluations and describing the initial p	roducts						
opportunities								
for Autumn								
term								
Spring	When designing and making, pupils	Generate ideas through	Research:	What is a frame?	Frame structures are	Frame	50 things:	DT Association
	should be taught to:	brainstorming and	Children to explore a		structures that use	Reinforce	Bake a cake	
Beautiful		identify a purpose for	range of shell and frame	Why do we use frame	beams and columns to	Triangulation		Projects on a Page
Britain	Use research and develop design	their product	structures and sort	structures?	support an outer shell	Stability	Careers/	
Billaiii	criteria to inform the design of		them into the correct			Temporary	Aspirations	
Гиото	innovative, functional, appealing	Draw up a specification	category (explaining	What are the	Triangular frames are	Shell	week STEM	Flour
Frame	products that are fit for purpose,	for their design	why)					
Structures	products trial and ritro. par pose,	Tor their design	vviiy)	advantages of a frame	the strongest shape	Waterproof	visit	
Juli delai C3	aimed at particular individuals or	Tor their design	Wilyy	structure?	the strongest shape because weight is	Waterproof Windproof	visit	Eggs
		Develop a clear idea of	Technical Knowledge:	_	_	'	visit	Eggs
Bird Hide	aimed at particular individuals or			_	because weight is	'	visit	Eggs Sugar
	aimed at particular individuals or groups Select from and use a wider range of	Develop a clear idea of	Technical Knowledge:	structure?	because weight is distributed evenly on	'	visit	
	aimed at particular individuals or groups	Develop a clear idea of what has to be done,	Technical Knowledge: Children to practise	structure? Are all structures	because weight is distributed evenly on	'	visit	
	aimed at particular individuals or groups Select from and use a wider range of	Develop a clear idea of what has to be done, planning how to use	Technical Knowledge: Children to practise different ways of linking	structure? Are all structures	because weight is distributed evenly on the sides and angles	'	visit	Sugar
Bird Hide	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform	Develop a clear idea of what has to be done, planning how to use materials, equipment	Technical Knowledge: Children to practise different ways of linking	structure? Are all structures permanent?	because weight is distributed evenly on the sides and angles Frame structures are	'	visit	Sugar
Bird Hide Follow a recipe to bake a	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and	Technical Knowledge: Children to practise different ways of linking joining straws	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts,	'	visit	Sugar Icing sugar
Bird Hide Follow a recipe to bake a Victoria Sponge	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar
Follow a recipe to bake a Victoria Sponge (Look and Cook	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore which materials would	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar Jam
Follow a recipe to bake a Victoria Sponge (Look and Cook Primary School	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore which materials would work well for a tent	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar Jam
Follow a recipe to bake a Victoria Sponge (Look and Cook	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore which materials would work well for a tent (waterproof, strong	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar Jam
Follow a recipe to bake a Victoria Sponge (Look and Cook Primary School	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Select appropriate	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore which materials would work well for a tent (waterproof, strong enough to withstand	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar Jam
Follow a recipe to bake a Victoria Sponge (Look and Cook Primary School	aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Select appropriate materials, tools and	Technical Knowledge: Children to practise different ways of linking joining straws Children to explore which materials would work well for a tent (waterproof, strong enough to withstand	structure? Are all structures permanent? What does a shelter	because weight is distributed evenly on the sides and angles Frame structures are used for power masts, cranes, climbing	'	visit	Sugar Icing sugar Jam

	Investigate and analyse a range of existing products	Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others Measure and mark out accurately	Children to design their frame structure identifying materials, joins and reasons for choices Make: Children to make their frame structures Evaluate: Children to test their structures by pouring over a small amount of water and blowing air onto it Results will be used to evaluate how successful it is	Possible Misconception	S:			
Oracy								
opportunities								
for spring term							 	
	When designing and making, pupils	Generate ideas through	Research:	Are cushions just for	Cushions have a	Cushion	 	DT Association
	should be taught to:	brainstorming and	Children to research a	sitting on?	functional use or an	Tie-dye		
The Industrial		identify a purpose for	range of existing		aesthetic one	Pattern		Projects on a Page
I ASC	Investigate and analyse a range of	their product	cushions and describe	What materials work	(appearance)	Functional Aesthetic		
	existing products	D	their function	well for the stuffing of	Caffernation	Casing		Thread
Combining	Select from and use a wider range of	Draw up a specification	(functional or aesthetic)	a cushion?	Soft materials are used	Stuffing		Noodlas
Textiles with	materials and components, including	for their design	To shaised 1/2 and a desir	\\/hat to ab air	for stuffing to make	Comfort		Needles
Art	construction materials, textiles and	Dovolon a alaar : daa af		What techniques can	the cushion	Shibori		Fabric
	ingredients, according to their	Develop a clear idea of	Children to explore some artists who have	be used to add	comfortable	Tritik		Fabric
Cuchions covers	functional properties and aesthetic	what has to be done, planning how to use	used tie-dyeing	decoration to a pillow?	Tie-dyeing is the			
with tie-dye	qualities	materials, equipment	techniques and practise		process of dyeing			
-	Understand here have average and	and processes, and	to decide on a pattern		fabric by hand in			
	Understand how key events and	suggesting alternative	for their final product		which patterns are			
l	individuals in design and technology have helped shape the world	methods of making if			created by folding,			
(Look and Cook	nave neipeu snape the world	the first attempts fail	Children to explore a		twisting, crumpling,			
·	Generate, develop, model and	-	range of materials to		tying with string			
	communicate their ideas through	Select appropriate	use for their pillow and		before applying the			
	discussion, annotated sketches,	materials, tools and	evaluate how useful		dye to the fabric			
	cross-sectional and exploded	techniques	each would be for					
	diagrams, prototypes, pattern pieces	11 120	stuffing and casing		Cushions are stitched			
	and computer-aided design	Use skills in using	Docioni		together and need to			
		different tools and	Design:		be secure to make			
	Evaluate their ideas and products	equipment safely and	Children to design their		sure the stuffing			
1	against their own design criteria and	accurately	product, identifying	I	remains in place.	ı		
	against their own design criteria and		what stitch type, what					

	consider the views of others to	Cut and jain with	materials and the	Descible Missensentions		
	consider the views of others to	Cut and join with	1	Possible Misconceptions:		
	improve their work	accuracy to ensure a	pattern they will use			
		good-quality finish to				
		the product	Make:			
			Children to make their			
		Use results of	cushions			
		investigations,				
		information sources,	Evaluate:			
		including ICT when	Children to evaluate			
		developing design ideas	their cushions based on			
		developing design ideas	visual appeal and			
		Evaluate a product				
		Evaluate a product	functionality			
		against the original				
		design specification				
		Evaluate it personally				
		and seek evaluation				
		from others				
Oracy	Evaluations					
opportunities						
for summer						
term						

Theme	National Curriculum	Progression in Skills	Disciplinary Process	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/ Resources/ Texts
Autumn	Through a variety of creative and	Communicate their	Research:	What was an Anderson	Anderson shelters were a	Shelter			DT Association
	practical activities, pupils should be	ideas through detailed	Children to research	Shelter? What did they	type of shelter people	Sturdy			
Fighting Fit	taught the	labelled drawings	what Anderson shelters	need to provide?	went into during an air	Corrugation			
	knowledge, understanding and skills		were used for, how		raid to keep safe.	Reinforce			
Sturdy	needed to engage in an iterative	Develop a design	they were made, and	What effect does		Bombing			
Structures	process of designing and making.	specification	what materials were	corrugating a material	The government gave an				
Structures			used and why.	have?	Anderson Shelter kit to				
Anderson	They should work in a range of	Explore, develop and			families who lived in				
	relevant contexts [for example, the	communicate aspects of	Technical Knowledge:	Can we make materials	areas that were expected				
Shelters	home, school, leisure, culture,	their design proposals	Children to investigate	waterproof?	to be bombed by German				
	enterprise, industry and the wider	by modelling their ideas	the effect of		planes.				
	environment].	in a variety of ways	corrugating material on	How can we reinforce					
			how much weight it can	our structures?	They were often made				
Ration packs	When designing and making, pupils	Plan the order of their	carry		from corrugated metal				
	should be taught to:	work, choosing			frames dug into the				
	Design use research and develop	appropriate materials,	Design:		ground				
	design criteria to inform the design	tools and techniques							

(Look and Cook of innovative, functional, appealing Children to design their They had to be very	
Primary School products that are fit for purpose, Select appropriate shelters, identifying sturdy to withstand the	
Programme) aimed at particular individuals or tools, materials, materials, joining impact of nearby bombs	
groups components and techniques and	
generate, develop, model and techniques measurements Corrugating a material	
communicate their ideas through helps it to carry more	
discussion, annotated sketches, Assemble components Make: weight	
cross-sectional and exploded make working models Children to make their	
diagrams, prototypes, pattern pieces shelters	
and Use tools safely and Possible Misconceptions:	
computer-aided design accurately Evaluate:	
Children to test their	
Select from and use a wider range of Weigh and measure shelters by applying	
tools and equipment to perform accurately (time, dry weight, shaking and	
practical tasks [for example, cutting, ingredients, liquids) dropping objects.	
shaping, joining and finishing], This will inform	
accurately Apply the rules for basic evaluations	
food hygiene and other	
Select from and use a wider range of safe practices e.g.	
materials and components, including hazards relating to the	
construction materials, textiles and use of ovens	
ingredients, according to their	
functional properties and aesthetic	
qualities	
Apply the in wed evator ding of heavy to	
Apply their understanding of how to	
strengthen, stiffen and reinforce	
more complex structures	
As part of their work with food,	
pupils should be taught how to cook	
and apply the principles of nutrition	
and healthy eating.	
Pupils should be taught to:	
understand and apply the principles	
of a healthy and varied diet	
of a fleating and varied diet	
prepare and cook a variety of	
predominantly savoury dishes using	
a range of cooking	
techniques	
techniques	
understand seasonality, and know	
where and how a variety of	
ingredients are grown, reared,	
caught and processed.	
caught and processed.	
Oracy Evaluations	
opportunities for Automore	
for Autumn	
Term	

Couin-	Through a variety of creative and	Communicate their	Research:	Why do we need	Alarm systems are	Alarm	Careers/	DT Association
Spring	practical activities, pupils should be	ideas through detailed	Children to explore	alarm systems?	designed to make a	Current	Aspirations	DI Association
la	taught the knowledge,	labelled drawings	different types of alarm	alaini systems:	loud noise when they	Circuit	week STEM	Projects on a Page
Journeys	understanding and skills needed to	labelled drawings	and what inputs cause	What causes alarms to	are set off to alert	Bulb	visit	<u>rrojects on a rage</u>
	engage in an iterative process of	Develop a design	them to go off (why is	go off?	people of something	Buzzer		Rethink food
	designing and making. They should	specification	each appropriate for its	80 0	people of cometiming			delivery
Electrical	work in a range of relevant contexts		purpose?)	What types of	We can alter what			,
components	[for example, the home, school,	Explore, develop and		switches can be used	input causes an output			
	leisure, culture, enterprise, industry	communicate aspects of	Technical Knowledge:	and why?	in a circuit by using a			
Alarm system	and the wider environment	their design proposals	Children to explore the	,	range of different			ļ
		by modelling their ideas	different types of	What is an input and	switches and resistors.			
	Use research and develop design	in a variety of ways	switch and what inputs	an output?				
	criteria to inform the design of		will cause an output		Push to make switches			
	innovative, functional, appealing	Plan the order of their	(push to make, push to		complete a circuit			
	products that are fit for purpose,	work, choosing	break, light dependent,		when they are pressed			
	aimed at particular individuals or	appropriate materials,	resistor)		but stop when			
	groups	tools and techniques			released.			
			Design:					
	Congrate develop model and	Select appropriate	Children to design their		Push to break switches			
	Generate, develop, model and communicate their ideas through	tools, materials,	circuit, specifying their		complete a circuit			
	discussion, annotated sketches,	components and	components and what		when they are pressed			
	cross-sectional and exploded	techniques	input with set off their		and released.			
	diagrams, prototypes, pattern pieces		alarm					
	and computer-aided design	Assemble components			Light dependent			
	and computer-aided design	make working models	Make:		resistors allow current			
			Children to make their		to flow through them			
	Understand and use electrical	Use tools safely and	alarm systems		when there is an input			
	systems in their products [for	accurately			of enough light.			
	example, series circuits incorporating		Evaluate:				_	
	switches, bulbs, buzzers and motors]		Children evaluate their	Possible Misconception	S:			
	Select from and use a wider range of		alarm systems based on					
	materials and components, including		how effective it was					
	construction materials, textiles and		(e.g. did the output					
	ingredients, according to their		occur at the right time?)					
	functional properties and aesthetic							
	qualities							
	Evaluate their ideas and products							
	•							
	against their own design criteria and consider the views of others to							
	improve their work							
	improve their work							
								ļ
Oracy	Evaluations	I	I	1			1	
opportunities								ļ
for Spring Term								ļ
	Use research and develop design	Communicate their	Research:	Where does our food	A lacagno is an Italian	Lacagno	E0 things: Est	DT Association
Summer	criteria to inform the design of	ideas through detailed	Children to taste a	come from?	A lasagne is an Italian dish dating back to the	Lasagne	50 things: Eat something you	D.I. ASSOCIATION
	innovative, functional, appealing	labelled drawings	range of lasagnes and	come nom:	middle ages	Savoury Food mile		Projects on a Page
	imovative, idilctional, appealing	l ianclica di awiligs	Tange or lasagnes and	1	Illiuule ages	1 Journille	have grown	riojects on a rage

	1	T	T		1			
Back to Our	products that are fit for purpose,		evaluate them based on	Why can't we get it all		Seasonality Climate		
Roots	aimed at particular individuals or	Develop a design	taste, appearance,	from the UK?	Lasagne was originally	Import		
	groups	specification	healthiness and flavour.		a vegetarian dish	Export		
Culture and				What is a lasagne?		Environment		
	Generate, develop, model and	Explore, develop and	Technical Knowledge:	_	The earliest lasagne			
Seasonality	communicate their ideas through	communicate aspects of	Children to explore the	Why is lasagne a	recipes known are			
Savoury Meal	discussion and annotated sketches.	their design proposals	concept of seasonality	popular dish in the	dated from the			
(Lasagne)		by modelling their ideas	by finding out where	UK?	thirteenth century. At			
	Investigate and analyse a range of	in a variety of ways	ingredients from a		that time, tomatoes			
	existing products		recipe come from and	What does savoury	were not known to			
	Chisting products	Plan the order of their	why they may not be	mean?	Europeans. This means			
	Evaluate their ideas and products	work, choosing	grown in the UK	incarr:	that they couldn't			
Doody Ctoody	against their own design criteria and		grown in the ok	What are food miles?	have used them in the			
Ready Steady		appropriate materials,	Dosigna	Wildt die 1000 iiiles:				
Cook	consider the views of others to	tools and techniques	Design:	NA/bat increat doos	recipes.			
(Look and Cook	improve their work	Han to all parfalls and	Children to design their	What impact does	Late of in our diameter			
Primary School	As your of the investor with food	Use tools safely and	lasagne including details	importing and	Lots of ingredients			
Programme)	As part of their work with food,	accurately	such as whether it's	exporting ingredients	cannot be			
	pupils should be taught how to cook		vegetarian, healthiness	have on the world?	grown/produced in			
	and apply the principles of nutrition	Evaluate their products,	etc. (include food miles		the UK because of our			
	and healthy eating.	identifying strengths	and the environmental		climate so they are			
		and areas for	impact of the meal)		imported from other			
	Pupils should be taught to:	development, and			places in the world			
	understand and apply the principles	carrying out	Make:					
	of a healthy and varied diet	appropriate tests	Children to make their		Food miles is a way of			
			lasagne		measuring the			
	prepare and cook a variety of	Record their			environmental impact			
	predominantly savoury dishes using	evaluations using	Evaluate:		of the ingredients we			
	a range of cooking	drawings with labels	Children to evaluate		use in our diets. It is			
	techniques		their final lasagne based		based on the distance			
		Evaluate against their	on taste, healthiness,		from the origin			
	understand seasonality, and know	original criteria and	and appearance		country to our own.			
	where and how a variety of	suggest ways that their						
	ingredients are grown, reared,	product could be	They will then present	Possible Misconception	s:			
	caught and processed.	improved	their dish to an					
			audience.					
		Cut and join with						
		accuracy to ensure a						
		good-quality finish to						
		the product						
Oracy	Evaluations and presentations							
_	Evaluations and presentations							
opportunities								
for Summer								
Term								