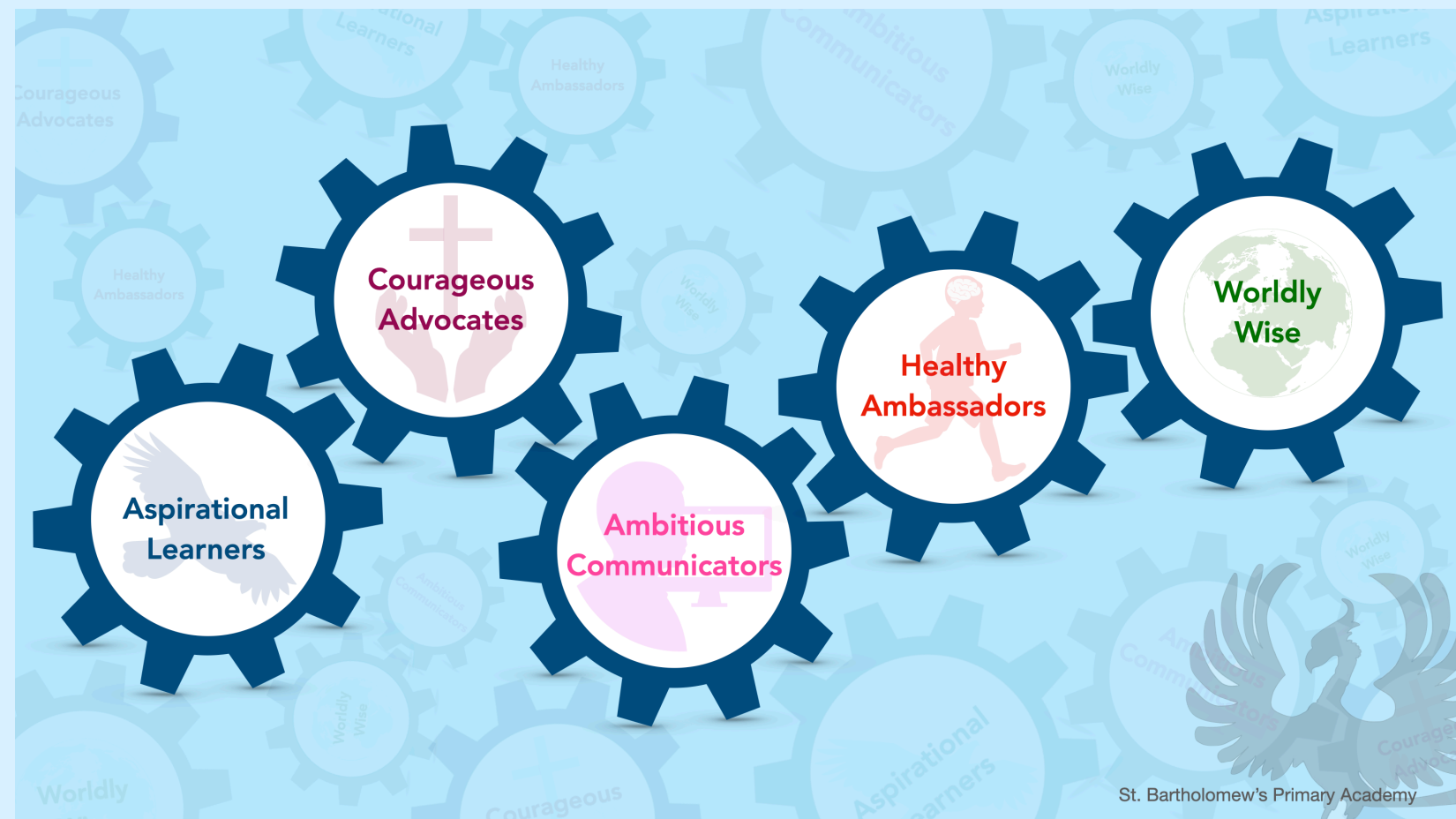


Design and Technology Flight Path

Hand in hand we learn, we grow, we soar

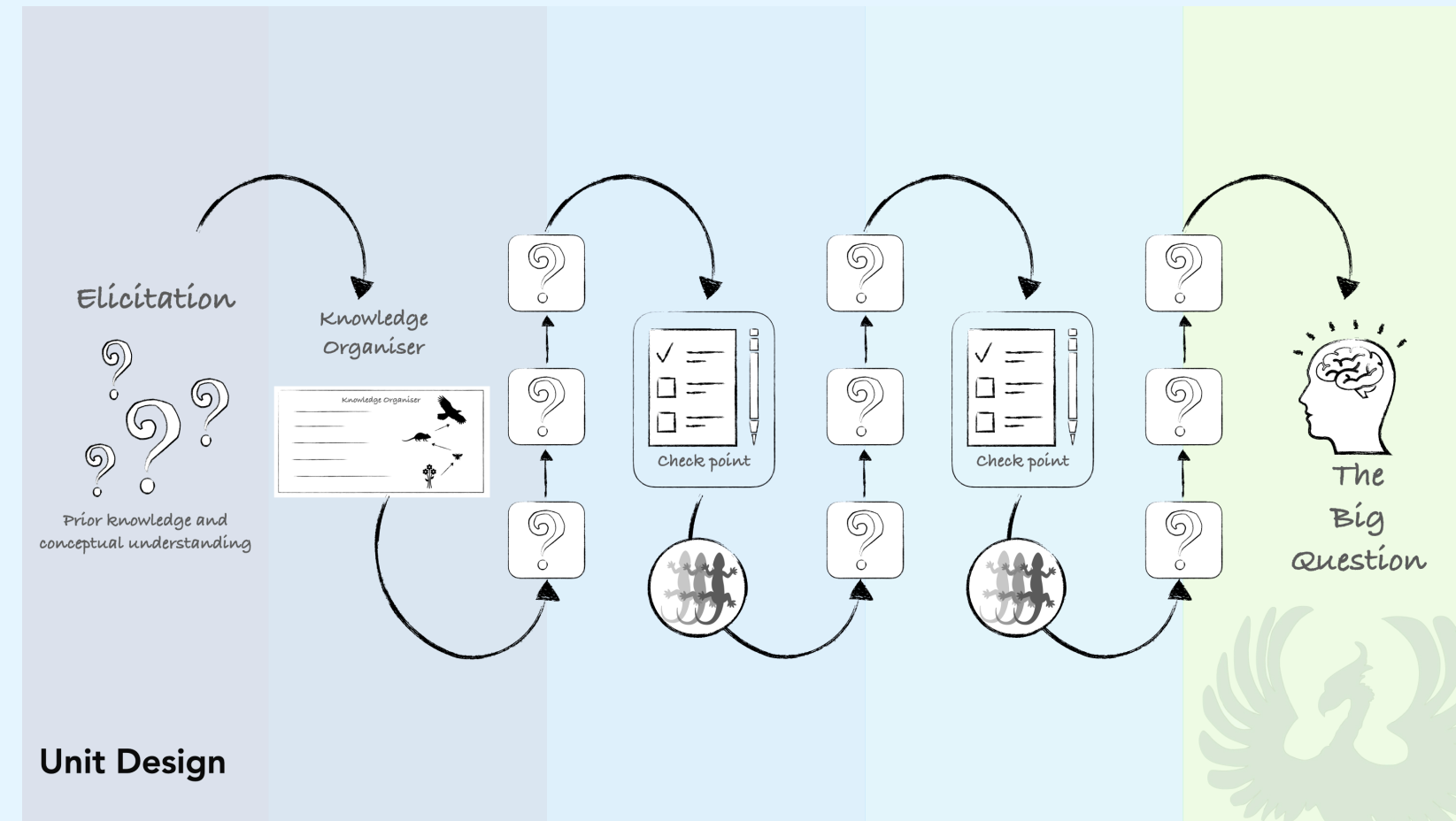


Our Curriculum Drivers



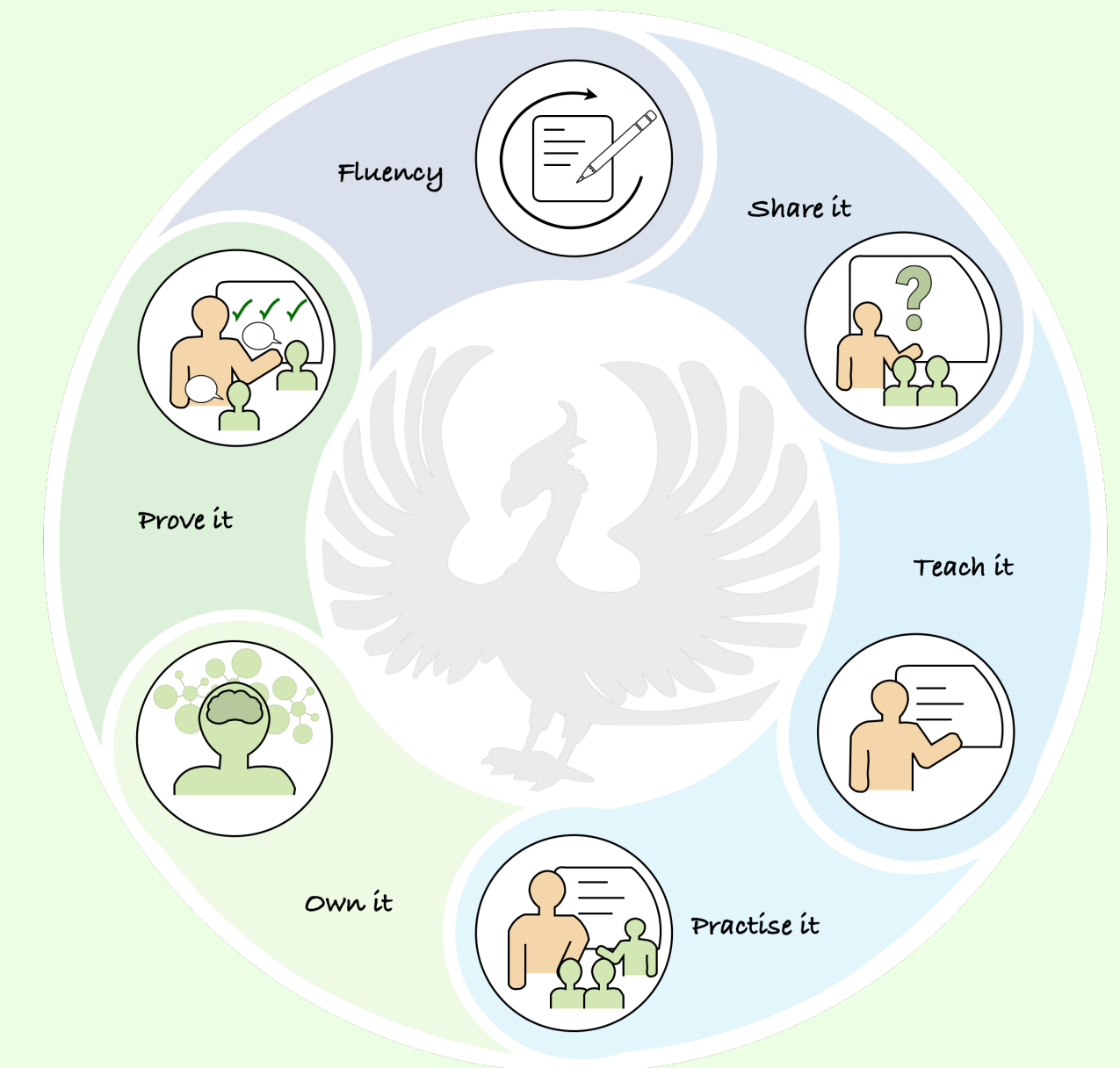
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Curriculum Intent

We want Design and Technology at St. Bartholomew's to encourage children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children are given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Implementation

The Design and Technology Curriculum is primarily taught using the curriculum resource Kapow. Through the carefully planned structure, children incrementally build upon their skills designing, making and evaluating across the key areas of the curriculum. In order for children to have adequate curriculum time to develop their designs and skills culminating in a well evaluated design, D&T is taught in small blocks of 1-2 days on a termly basis. The structure of the curriculum provides a whole school approach enabling children and stage to see the skills build over each year - the same concept will be taught in the same term across the school for the three key concepts that span the entire primary school range: textiles, structures and cooking & nutrition.

In addition, where complementary, Design and Technology skills are practised and revisited through the International Primary Curriculum, using a topic based approach.

Leaders are expected to provide support for those teaching outside their main areas of expertise ensuring teachers have a good knowledge of the DT curriculum. Through the use of high quality resources, and by making clear links with IPC and Science, children will be given the opportunity to explore designing and making in real world contexts. Well-planned sequences of lessons immerse the children in the design and making process, from analysing the existing products, through to evaluating the finished version made by the children. Vocabulary will be taught, displayed and re-visited to support and extend learning and children will talk about their learning and the process they have followed articulately with a high level of understanding.

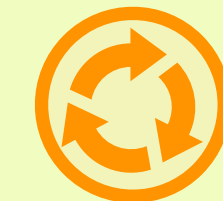
Impact

We use a variety of strategies to evaluate the DT Knowledge, Understanding and Skills that our children have gained in each unit:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback marking and pupil voice feedback.
- subject monitoring, including sketch book and regular book looks.



Design



Evaluate



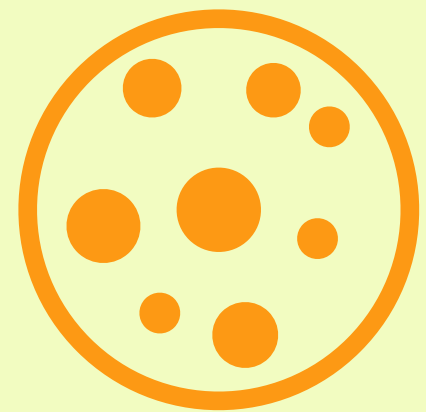
Make



Technical Knowledge

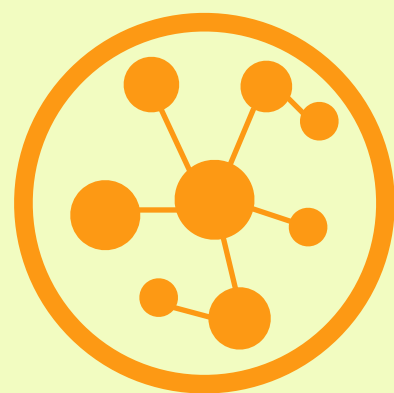


Cooking and Nutrition



Information

Isolated facts that can have no organisational basis or links



Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge



Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study



Electrical Systems

A system which uses all the electrical components that are needed to distribute electrical power

Textiles

A type of cloth or woven fabric.

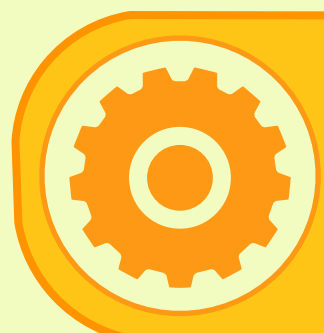


Structures

A building or other object, constructed from several parts.

Food

Any nutritious substance that humans or animals eat or drink, or that plants absorb, in order to maintain life and growth.



Mechanisms

The machinery or working parts of something.

Digital Systems

A system which uses the digital world to control, programme and monitor products.



KS2 Only



Upper KS2 Only

Second Order Concepts

'The kinds of questions an Innovator asks'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

Designing

Can you draw and annotate a design?
What do you want the product to achieve?
How will you break the process down?
Can you make a template?
What is a prototype?

Making

What tools will you need?
How will you going the materials?
Can you measure accurately?
How can this be carried out safely?
Is there only one way to assemble this?

Technical Knowledge

Describe a mechanism?
Which mechanical systems create movement?
How does it work?
How can simple electrical circuits be used in your design?
How could we make the structure stronger?

Evaluating

Who is the product for?
How will it work?
What materials is it made from? Why?
How much would your product cost to make?
How sustainable are the materials?
Can it be recycled or reused?
When do you think this product was designed?

Cooking and Nutrition

Where does food come from?
What makes us choose certain ingredients?
What is the Eatwell plate?
Can you describe how to cook hygienically?
Which techniques could be used to prepare this food?



Year group	Term Two - Textiles	Term four - Structures	Term six - Cooking & Nutrition	Additional units: Mechanisms, Digital Systems & Electrical Systems
EYFS	Textiles: Bookmarks	Structures: Boats	Cooking and nutrition: Soup	Structures: Junk modelling
Year one	Textiles: Puppets	Structures: Constructing windmills	Cooking and nutrition: Fruit and vegetables	Mechanisms: Wheels and axles
Year two	Textiles: Pouches	Structures: Baby Bear's chair	Cooking and nutrition: A balanced diet	Mechanisms: Moving monsters
Year three	Textiles: Cross stitch and applique	Structures: Constructing a castle	Cooking and nutrition: Eating seasonally	Mechanical system: pneumatic toys Digital world: Wearable technology
Year four	Textiles: Fastenings	Structures: Pavilions	Cooking and nutrition: Adapting a recipe	Mechanical systems: Making a slingshot car. Digital world: Torches
Year five	Textiles: Stuffed toys	Structures: Bridges	Cooking and nutrition: What could be healthier	Mechanical systems: Making a pop up book. Digital world: Monitoring devices Electrical systems: Doodlers
Year six	Textiles: Waistcoats	Structures: Playgrounds	Cooking and nutrition: Come dine with me	Mechanical systems: Automata toys Digital world: Navigating the world Electrical systems: Steady hand game

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
Designing <i>Second order concept questions</i>	Say who they are making things for • Talk about how their products work Use ideas from imagination or the world to make something	<ul style="list-style-type: none"> • Say who their products are for • Talk about how their products will work • Use own ideas to make something • Test out some ideas and materials with support <ul style="list-style-type: none"> • Describe what their products are for & say how their products will work • Say how they will make their products suitable for their intended users • Use simple design criteria to help develop their ideas • Use own experiences in their ideas • Draw ideas and explain why they have been chosen • Model ideas (try materials, parts and construction kits) • Make a templates and mock-ups 	Design a product, how it looks and works <ul style="list-style-type: none"> • Think through ideas with someone else • Model ideas using prototypes and pattern pieces • Draw and label designs • Use ICT to design to develop and communicate ideas <ul style="list-style-type: none"> • Share and clarify ideas through discussion • Model ideas using prototypes and pattern pieces • Use annotated sketches to develop and communicate ideas • Use ICT to design to develop and communicate their ideas.. • Design a product, how it looks and works • Think through ideas with someone else • Model ideas using prototypes and pattern pieces • Draw and label designs • Use ICT to design to develop and communicate ideas <ul style="list-style-type: none"> • Share and clarify ideas through discussion • Model ideas using prototypes and pattern pieces • Use annotated sketches to develop and communicate ideas • 	Describe the purpose of their products <ul style="list-style-type: none"> • Indicate the design features of their products that will appeal to the intended users • Explain how particular parts of their products work • Gather information about the needs and wants of particular individuals and groups • Develop a simple design specification to guide their thinking <ul style="list-style-type: none"> Use market research to inform ideas • Develop a design specification to guide their thinking. • Share and clarify ideas through discussion • Model ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • Use ICT to develop and communicate their ideas • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time and resources.
Possible Questions	<i>Who are you making this for? How will this work?</i>	<i>Who are you making this for? How will this work? How will you choose the materials for your product? Who is your product for? Can you draw and label your design? Why have you chosen that idea/material? Can you make a model of your design/</i>	<i>Who are you making this for? How will this work? How will you choose the materials for your product? Who is your product for? Can you draw and annotate your design? Why have you chosen that idea/material? Can you make a prototype of your design/</i>	<i>Can you draw and annotate a design? What do you want the product to achieve? How will you break the process down? Can you make a template? What is a prototype? Who will your design appeal to?</i>
				<ul style="list-style-type: none"> • Describe the purpose of their products

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
<p>Making</p> <p>Second order concept questions</p>	<ul style="list-style-type: none"> • Talk about how their idea will work. • Use scissors to cut straight and curved lines. • Cut around marked lines with increased accuracy • Colour finished work 	<p>Explain how they will make their product.</p> <p>Use scissors safely to cut around a marked line</p> <ul style="list-style-type: none"> • Make a product which moves. • Colour finished product. <p>Choose tools and materials and explain why they have been chosen.</p> <p>Make a simple plan before making.</p> <ul style="list-style-type: none"> • Join and combine materials different ways • Choose appropriate resources and tools safely • Measure, mark out, cut and shape materials • Use finishing techniques including those from art and design 	<p>Select tools and equipment suitable for the task</p> <ul style="list-style-type: none"> • Follow a step by step plan, choosing the right materials and tools <ul style="list-style-type: none"> • Explain their choice of tools and equipment in relation to the skills and techniques they will be using and the task • Choose materials and components according to how they work and look <ul style="list-style-type: none"> • Order the main stages of making <ul style="list-style-type: none"> • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task 	<p><i>Who are you making this for? What tools will you need?</i></p> <p><i>How will your choose the materials? Why have you chosen that tool? Will that improve the look of your product? Can you order the different stages of making your product?</i></p> <p><i>Can you measure accurately?</i></p> <p><i>How can this be carried out safely?</i></p> <p><i>Is there only one way to assemble this?</i></p>
<p>Possible Questions</p>	<p><i>Who are you making this for?</i></p> <p><i>How will this work?</i></p>	<p><i>Who are you making this for? What tools will you need?</i></p> <p><i>How will your choose the materials?</i></p> <p><i>Can you measure accurately?</i></p> <p><i>How can this be carried out safely?</i></p> <p><i>Is there only one way to assemble this?</i></p>	<p><i>Who are you making this for? What tools will you need?</i></p> <p><i>How will your choose the materials? Why have you chosen that tool? Will that improve the look of your product? Can you order the different stages of making your product?</i></p> <p><i>Can you measure accurately?</i></p> <p><i>How can this be carried out safely?</i></p> <p><i>Is there only one way to assemble this?</i></p>	<p><i>Who are you making this for? What tools will you need?</i></p> <p><i>How will your choose the materials? Why have you chosen that tool? Will that improve the look of your product? Can you order the different stages of making your product?</i></p> <p><i>Can you measure accurately?</i></p> <p><i>How can this be carried out safely?</i></p> <p><i>Is there only one way to assemble this?</i></p>

	EYFS	Y1/2	Y3/4	Y5/6
<p>Technical knowledge</p>	<ul style="list-style-type: none"> • Explore what materials are like.. • Explore building structures from construction materials (block 	<ul style="list-style-type: none"> • Know simple properties of materials <ul style="list-style-type: none"> • Know how to make part of a model move (slider, wheels) • Know characteristics of materials and components • Know that a 3-D textiles product can be assembled from two identical fabric shapes.. • Know how to make structures stronger, stiffer and more stable • Know how to make a model move using simple mechanisms such as levers, sliders, wheels and axles • Know about the movement of simple mechanisms such as levers, sliders, wheels and axles. 	<p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • Know that a single fabric shape can be used to make a 3D textiles project. • Know how to make strong, stiff shell structures. • Know how mechanical systems such as levers and linkages create movement • Use learning from science and maths helps design and make products that work. • Know materials can be combined and mixed to create more useful characteristics. • Know how simple electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> • Apply learning from science and maths to help design and make products that work • Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products <ul style="list-style-type: none"> • Know that materials have both functional properties and aesthetic qualities • Know that materials can be combined and mixed to create more useful characteristics. • Know that a 3D textiles product can be made from a combination of fabric shapes. • Know how to reinforce and strengthen a 3D framework (eg triangulation, Jinx Joints, Cross beams) • Know how mechanical systems such as cams or pulleys or gears create movement • Know that mechanical and electrical systems have an input, process and output • Know how to program a computer to monitor changes in the environment and control their products.
	<p><i>How have you made your structure strong?</i></p> <p><i>Why did you choose these materials?</i></p>	<p><i>Describe a mechanism?</i></p> <p><i>Which mechanical systems create movement?</i></p> <p><i>How does it work?</i></p> <p><i>How could we make the structure stronger?</i></p>	<p><i>Describe a mechanism?</i></p> <p><i>Which mechanical systems create movement?</i></p> <p><i>How does it work?</i></p> <p><i>How can simple electrical circuits be used in your design?</i></p> <p><i>How could we make the structure stronger?</i></p>	<p><i>Describe a mechanism?</i></p> <p><i>Which mechanical systems create movement?</i></p> <p><i>How does it work?</i></p> <p><i>How can simple electrical circuits be used in your design?</i></p> <p><i>How could we make the structure stronger?</i></p>

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
<p>Evaluating</p> <p><i>Second order concept questions</i></p>	<ul style="list-style-type: none"> • Talk about their design ideas and what they are making • Say if their idea worked. • Talk about how toys work and what different parts do. 	<ul style="list-style-type: none"> • Talk about their design ideas and what they are making • Say if their idea worked • Make simple judgements about their products and ideas against design criteria 	<ul style="list-style-type: none"> • Show how their final product meets the design criteria • Explain what went well and what they would change in their final design. • Explain what went well and what they would change • Use design criteria as they design and make • Use their design criteria to evaluate their completed products • Explain how they improved their original design. 	<ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Evaluate their ideas and products against their original design specification
Possible Questions		<ul style="list-style-type: none"> • Who are they for? • What are they for? • Howdoesitwork? • How and where are they used • What materials is it made from? • What do you like and dislike about it? 	<ul style="list-style-type: none"> • How well have products been designed and made? • Why have those materials been chosen? • What methods of construction have been used? • How well do they work and achieve their purposes and meet user needs and wants 	<p>Who is the product for?</p> <p>How will it work?</p> <p>What materials is it made from? Why?</p> <p>How much would your product cost to make?</p> <p>How sustainable are the materials?</p> <p>Can it be recycled or reused?</p> <p>When do you think this product was designed?</p>
Food and Nutrition				<ul style="list-style-type: none"> • Describe the purpose of their products
<i>Second order concept questions</i>		<p>Prepare simple dishes safely and hygienically without heat</p> <ul style="list-style-type: none"> • Use techniques such as cutting, peeling and grating. 	<p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Adapt recipes to change the appearance, taste, texture and aroma
		<p>Where does food come from?</p> <p>What makes us choose certain ingredients?</p> <p>What is the Eatwell plate?</p> <p>Can you describe how to cook hygienically?</p> <p>Which techniques could be used to prepare this food?</p>	<p>Where does food come from?</p> <p>What makes us choose certain ingredients?</p> <p>What is the Eatwell plate?</p> <p>Can you describe how to cook hygienically?</p> <p>Which techniques could be used to prepare this food?</p>	<p>Where does food come from?</p> <p>What makes us choose certain ingredients?</p> <p>What is the Eatwell plate?</p> <p>Can you describe how to cook hygienically?</p> <p>Which techniques could be used to prepare this food?</p>

DT - Early Years

Only One Me

Term 1

Term 2

Down in the Woods

Over the Rainbow

Term 3

Term 4

Where Shall We Go?

Dinosaur Detectives

Term 5

Term 6

Grow Me a Story

From A to B

In this unit the children will design and make a vehicle to transport a 'small world' figure. They will consider the appropriate materials to use and plan how it will move e.g. push, pull or blow air. The transport will include at least one moving mechanism such as a pulley or set of wheels with axles. They will use simple tools to cut and join materials and will evaluate how well the vehicles work.

Mechanism, evaluate, axle, wheel, plan, purpose, pulley, diagram, label, testing, attach, modify

Treasure Island

During this action-packed topic, the children will find out about the diet of a pirate and how this compares to our diet today. We will investigate the origin of fruits from far off lands that may be unfamiliar. The children will also design a healthy meal for a pirate, ensuring that Captain Blacksocks gets a more varied diet.

balanced diet, carbohydrate, protein, fruit, vegetables, fats, minerals, oils

Live and Let Live

Children will learn about what animals need to survive; we will design and make a bird feeder from recycled items. We will look at existing bird feeders as well as some ideas for bird feeders that use recycled items. The children will draw a plan for their own feeder with the recycled parts labelled. The children will make their own bird feeder ready to take home or hang up in the school.

Recycle, hanger, product, suitable,

D&T Year 1 / 2

The Magic Toymaker

In this unit the children will learn about toys that create an optical illusion such as a zoetrope and a thaumatrope. The children will make their own simple thaumatrope to create an optical illusion. During the topic the children will see various puppets being used and have the opportunity to operate the puppets themselves. Children will learn about various styles of puppets and design their own puppet to be used for a short film.

puppet, thaumatrope, zoetrope, optical illusions, backdrop, scenery, props, mechanisms, rotation, marionettes, rods, sliders, levers.

Let's Celebrate

This festive unit provides the children with the task of planning their own French Christmas party involving food, games and carols. We will use cooking utensils to prepare food for the party. Once the party has finished we will reflect upon areas which could be improved.

Look and Listen

Part of this topic involves looking at noisy toys and instruments. Children will investigate the different ways that sound can be made with current toys and musical instruments. Using this knowledge, the children will set about designing and making their own musical instrument using the available resources.

Materials, plastic, cardboard, adapt, improvements, discoveries, cutting, stretching, sticking, experiment, compare, create, secure,

Buildings

Following observational drawings of buildings in Royal Wotton Bassett, children will use a saw to make a wooden frame for their picture.

saw, right angle, measure, ruler, frame, glue, technique, join, structure

D&T - Year 1 / 2

Technical knowledge

I know about the movement of simple mechanisms such as levers, sliders, wheels and axles.

I understand how free standing structures can be made stronger, stiffer and more stable.

I can use the correct technical vocabulary for the projects I am making.



Key Vocabulary

Mechanism, evaluate, axle, wheel, plan, purpose, pulley, diagram, label, testing, attach, modify, component

Recycle, hanger, product, suitable,

balanced diet, carbohydrate, protein, fruit, vegetables, fats, minerals, oils

saw, right angle, measure, ruler, frame, glue, technique, join, structure

puppet, thaumatrope, zoetrope, optical illusions, backdrop, scenery, props, mechanisms, rotation, marionettes, rods, sliders, levers.

Materials, plastic, cardboard, adapt, improvements, discoveries, cutting, stretching, sticking, experiment, compare, create, secure,

Design



I can make a simple plan before making.

I can explain the product I am designing and why I am designing it.

I can explain if the product is for me or other users.

I can explain how my product will work.

I can explain how I will make my product suitable for other users.

I can use simple design criteria to help develop my ideas.

Make

I can make a product which moves.

I can measure, mark out, cut and shape materials and components.

I can assemble, join and combine materials and components.

I can select the most appropriate tools for a given task.



Evaluate

I can explain what went well with my work.

I can make simple judgements about my design ideas.

I can suggest how my product could be improved.



Cooking and Nutrition

I can name and sort foods into the five groups.

I understand the importance of five portions of fruit or vegetables a day.

I can explain the importance of hygiene when preparing simple dishes.

I can use simple techniques such as cutting, peeling and grating safely.

I can describe the ingredients I am using.



Design & Technology Year 3 / 4

Young Entrepreneurs

During this unit, the children become designers by researching arcade games and how they are made. They create prototype games that can be played in class to see if the product meets the specification and is appealing to its audience. Parents and pupils in the school are invited to our arcade afternoon, where they try out and play many of the games. Money raised will go towards funding our trip to Legoland in Term 5.

Feel the Force

To begin this science-based topic, the children will apply their Design and Technology knowledge and skills. We will become engineers, using foam tubing to design and build a rollercoaster for marbles. Our rollercoaster design will need to include a theme tailored toward a specific audience. After our exhilarating trip to Legoland, we will evaluate real-life rollercoasters and assess their 'fit for purpose'.

Shake It Up

During this mini topic, we will design and make a hand whisk. The children will need to use their whisk in order to make their favourite milkshake. We will practise shaping wire to create the blades, selecting materials to make a handle and investigate binding and adhesive methods in order to complete the whisk. Then the big question - is my whisk fit for purpose? All whisks will be used to make a milkshake before evaluation.

How Humans Work

The children will be asked to enter a competition to design a healthy menu for their peers. Our school cook will judge and the winning menu will be made by the children. Children will be involved in preparing and cutting fruit and vegetables, baking the foods and evaluating their menu.

Bright Sparks

During this mini topic, the children will become electricians designing an electrical circuit for the interior of a house; this will include a door buzzer and a light with a switch. There will be opportunities to extend our learning to include a lever to open doors and windows. They will use and evaluate their own electric equipment and circuit.

Turn It Up

During this topic, the children will make their own pan pipes using a hack saw to cut bamboo to the desired length creating different pitches. We will use twine to bind the pipes together and then use our original instrument in a musical performance of self-expression.



D&T - Year 3 / 4

Design

I can investigate who, where and when a product was designed and made.
 I can design a product and make sure that it looks attractive.
 I can use ideas from other people when I am designing.
 I can produce a plan and explain it.



Technical knowledge

I know how mechanical systems such as levers and linkages create movement.
 I know how simple electrical circuits and components can be used to create functional products.
 I know how to make structures stronger.
 I know how to use a computer or iPad to control a product.



Key Vocabulary

Analyse
 Design
 Research
 Appealing
 Develop
 Materials
 Style

Model
 Annotate
 Innovate
 Function
 Purpose
 Cross sections
 Prototypes

Model
 Annotate
 Analyse
 Cog
 Research
 Develop
 Appealing
 Purpose
 Cross sections
 Prototypes
 Packaging

Design
 Function
 Purpose
 Appeal
 Product testing
 Prototypes

Annotate Hygiene
 Balanced Ingredients
 Organic Appeal
 Packaging Measure
 Cater

Make

I can follow a step-by-step plan, choosing the right equipment and materials.
 I can choose a textile for both its suitability and its appearance.
 I can select the most appropriate tools and techniques for a given task.
 I can make a product which uses both electrical and mechanical components.
 I can work accurately to measure, make cuts and make holes.
 I can present a product in an interesting way.
 I can measure accurately.
 I can persevere and adapt my work when my original ideas do not work.



Evaluate

I can prove that my design meets some set criteria.
 I can evaluate and suggest improvements for my design.
 I can evaluate products for both their appearance and purpose.
 I can explain how I have improved my original design.



Cooking and Nutrition

I can describe how food ingredients come together.
 I know how to be both hygienic and safe when using food.
 I know that a healthy diet is made up from a variety and balance of different and drink, as depicted by the eat well plate.
 I know that to be active and healthy, food and drink are needed to provide energy for the body.
 I know that food is grown, reared and caught in the UK, Europe and the wider world



Design & Technology Year 5 / 6

Bake it

The topic 'Bake it!' coincides with the lead up to Harvest Festival and so provides an opportunity to investigate why bread is important to many cultures around the world. Children will also taste a variety of breads, bake their own bread and will design appropriate food packaging.

Full Power!

This is an electricity-based topic, in which we design, build and test electrical buggies. The children will incorporate pulleys and a belt drive within a jinks frame, and utilise switches to control their buggies. They are encouraged to apply a range of finishing techniques to individualise their work. Once complete, there is an opportunity to test and race their finished vehicles!

AD900

The ancient Mayan civilisation has left behind a wealth of cultural artefacts. During this topic, children will examine and make their own Mayan medallions using clay, and combine ingredients from the Mesoamerican region to create guacamole. We will also use different techniques to join paper, to create a headdress.

WW2

DT in our WW2 topic is inspired by the wartime attitude of 'make do and mend'. Using this concept, we will design and make our own slippers. We will begin by making a paper pattern, and then proceed using a range of stitches and embellishments. The final product will then be evaluated.



The Holiday Show

In 'The Holiday Show' we will be examining and evaluating the designs of beach huts through the ages. We will use our findings to design our own beach huts, which we will build by constructing a jinks frame and strengthening it with diagonal struts. The final product will be finished with the child's choice of material.



D&T - Year 5 / 6

Technical Knowledge



I can use market research to inform my plans and ideas.
I can justify my plans in a convincing way.
I can explain how products should be stored and give reasons.
I can work within a budget.
I know how mechanical systems such as cams or pulleys or gears create movement.

Cooking and Nutrition



I can show that I can be both hygienic and safe when preparing food.
I know that different food and drink contain different substances e.g. nutrients, water and fibre. I understand that they are needed for health.
I can demonstrate a range of techniques including peeling, chopping, slicing, grating, mixing spreading, kneading and baking.

Key Vocabulary

Jinks frame
Diagonal strut
Roof truss
Reinforcement
Orthographic drawings

Ferment
Chemical reaction
Knead
Yeast
Food groups
Carbohydrate
Nutrition
Hygiene

Jinks frame
Axle
Reinforcement
Specification
Wire strippers
Cylinder
Pulley
Mechanism
Circuit
Hacksaw

Malleable
Combine
Slips
Cross-hatching
Finishing
Varnishing
Shaping
Texture – food
Savoury

Design



I can come up with a range of ideas after collecting information from different sources.
I can produce a detailed, step by step plan.
I can suggest alternative plans; outlining the positive features and draw backs.
I can explain how a product will appeal to a specific audience.
I can show that I consider culture and society in my plans and designs.

Make



I can use a range of tools and equipment competently.
I can make a prototype before I make a final version.
I can follow and refine my plans.

Evaluate



I can evaluate appearance and function against original criteria.
I show that I can test and evaluate my products.
I can evaluate my product against clear criteria.