

# Sandon Primary Academy – Design Technology

## Year 6

| Autumn Term  | Spring Term  | Summer Term   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
|--|--|---|---------|------------------------------|----------|---------------|-----------------|---------|---|-----------|-------------|---|--------------|----------------------|---------|---|-----------|---|-------------------------------------|-------------------|--|--------------|----------------------------|----------------------|--------------------|-----------|-----|---------|------------------------|--------|------------|--------------------------|-------------|--------|------------|-----------------|------------|----------|----------|----------|--|---|----------|-----------------------|------------|--------------------------------|-------------|----------------------|--------|--|----------|--|------------|--|----------|--|------|--|
| Where we use a range of tools and equipment to design, make and evaluate our product.  |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Theme: Food: Come dine with me   | Theme: Food: Textiles: Waistcoats  | Theme: Mechanical Systems: Automata toys  |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| <p><b>Key Objectives:</b></p> <p><b>Lesson 1: Research</b></p> <ul style="list-style-type: none"> <li>I know how to research a recipe by ingredient</li> <li>Understand and apply the principles of a healthy and varied diet</li> <li>I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> <p><b>Lesson 2: Understand where food comes from</b></p> <ul style="list-style-type: none"> <li>I can describe the process of 'Farm to Fork' for a given ingredient using a storyboard</li> </ul> <p><b>Lesson 3: Design a three-course meal</b></p> <ul style="list-style-type: none"> <li>I can list the ingredients I need for my chosen recipe</li> <li>I can read the method and make a list of all of the equipment I need for my chosen recipe</li> <li>I can develop a design specification</li> <li>I can plan the order of my work</li> </ul> <p><b>Lesson 4: To prepare a meal using a recipe</b></p> <ul style="list-style-type: none"> <li>I can prepare ingredients and follow a recipe safely and sensibly</li> <li>I can weigh and measure ingredients accurately</li> <li>I can apply the rules for basic food hygiene and other safe practices</li> </ul> <p><b>Lesson 5: Tasting and evaluating</b></p> <ul style="list-style-type: none"> <li>I can taste/evaluate my final product against my original criteria and suggest ways that it could be improved</li> <li>I can evaluate my dish personally and seek evaluation from others</li> <li>I can peer evaluate</li> </ul> | <p><b>Key Objectives:</b></p> <p><b>Lesson 1: Evaluate existing products and identify a purpose</b></p> <ul style="list-style-type: none"> <li>Evaluate products and identify criteria that can be used for their own designs</li> <li>Disassemble and evaluate familiar products</li> <li>I can identify a purpose/target audience for waistcoats</li> </ul> <p><b>Lesson 2: Design a waistcoat</b></p> <ul style="list-style-type: none"> <li>I can annotate my designs</li> <li>I can design clothing to a set of design criteria</li> <li>I can develop a design specification</li> <li>I can communicate my ideas through detailed labelled drawings</li> </ul> <p><b>Lesson 3: Sewing practice</b></p> <ul style="list-style-type: none"> <li>I can thread a needle</li> <li>I can use running stitch</li> <li>I can mark and cut fabric according to my design</li> </ul> <p><b>Lessons 4 &amp; 5: Assemble and decorate a waistcoat</b></p> <ul style="list-style-type: none"> <li>I can sew a strong running stitch</li> <li>I can make sure my stitches are small, neat and follow the edge</li> <li>I can tie strong knots to secure the thread in place</li> <li>I can pin, sew and stitch materials together to create a product</li> <li>I can secure a fastening</li> <li>I can attach objects for decoration using thread</li> <li>I can achieve a quality product</li> </ul> <p><b>Lesson 5: Evaluation</b></p> <ul style="list-style-type: none"> <li>I can evaluate my work according to the design criteria</li> <li>I can thoroughly evaluate my design and final product, highlighting areas of success and give suggestions of how it can be developed</li> </ul> | <p><b>Key Objectives:</b></p> <p><b>Lesson 1: Evaluate existing products and use woodworking tools</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>I can measure, mark and check the accuracy of the jelutong and dowel pieces I need to cut using the cutting list</li> <li>I know that saws have sharp teeth and can be dangerous if not used properly</li> <li>I can use a bench hook to saw safely and effectively</li> <li>I can measure and cut the card components I need accurately using a ruler and scissors</li> </ul> <p><b>Lesson 2: Assemble components to make a frame</b></p> <ul style="list-style-type: none"> <li>I can cut components from my cutting list</li> <li>I can cut accurately to ensure my frame functions effectively and I know the joints of my frame should be secured at right angles</li> <li>I can construct products using permanent joining techniques</li> <li>I can use a glue gun safely</li> </ul> <p><b>Lesson 3: Explore cams and design a window display</b></p> <ul style="list-style-type: none"> <li>I can carry out cam research to inform the design of my window display</li> <li>I understand that different shaped cams produce different follower movements</li> <li>I can draw my final window display and annotate it based on my cam choices</li> </ul> <p><b>Lesson 4: Assemble a window display</b></p> <ul style="list-style-type: none"> <li>I can make and assemble a window display, focusing on the decorative elements</li> <li>I know that good quality products should be neat, accurate and securely assembled</li> <li>I can choose the correct glue according to the materials I am joining and the speed at which I need the glue to dry</li> <li>I can achieve a quality product</li> </ul> <p><b>Lesson 5: Evaluation</b></p> <ul style="list-style-type: none"> <li>I can evaluate my product using drawings with labels or photographs</li> <li>I can evaluate my automata toy, identifying strengths and areas for development and suggest ways in which it could be improved</li> </ul> |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| <p><b>Key Vocabulary:</b></p> <table border="0"> <tr><td>nutritious</td><td>ingredients</td></tr> <tr><td>healthy</td><td>recipe</td></tr> <tr><td>calories</td><td>carbohydrates</td></tr> <tr><td>vegan</td><td>protein</td></tr> <tr><td>vegetarian</td><td>equipment</td></tr> <tr><td>temperature</td><td>design</td></tr> <tr><td>refrigerated</td><td>sustainable</td></tr> <tr><td>hygiene</td><td>design criteria/brief/specification</td></tr> <tr><td>heat/cool</td><td>evaluate</td></tr> <tr><td>prepare</td><td>diet</td></tr> </table>  | nutritious   | ingredients   | healthy | recipe                       | calories | carbohydrates | vegan           | protein | vegetarian  | equipment | temperature | design                                  | refrigerated | sustainable          | hygiene | design criteria/brief/specification     | heat/cool | evaluate  | prepare                             | diet              | <p><b>Key Vocabulary:</b></p> <table border="0"> <tr><td>design</td><td>panels</td></tr> <tr><td>pattern</td><td>fastening</td></tr> <tr><td>waistcoat</td><td>sew</td></tr> <tr><td>purpose</td><td>running/blanket stitch</td></tr> <tr><td>formal</td><td>functional</td></tr> <tr><td>target audience/customer</td><td>hidden seam</td></tr> <tr><td>unique</td><td>assembling</td></tr> <tr><td>design criteria</td><td>decorating</td></tr> <tr><td>annotate</td><td>evaluate</td></tr> <tr><td>template</td><td></td></tr> </table> | design       | panels                     | pattern              | fastening          | waistcoat | sew | purpose | running/blanket stitch | formal | functional | target audience/customer | hidden seam | unique | assembling | design criteria | decorating | annotate | evaluate | template |  | <p><b>Key Vocabulary:</b></p> <table border="0"> <tr><td>automata</td><td>cams: snail/drop cam,</td></tr> <tr><td>mechanical</td><td>pear or egg shape/single rise,</td></tr> <tr><td>woodworking</td><td>off-centre/eccentric</td></tr> <tr><td>motion</td><td></td></tr> <tr><td>follower</td><td></td></tr> <tr><td>components</td><td></td></tr> <tr><td>assemble</td><td></td></tr> <tr><td>axle</td><td></td></tr> </table> | automata | cams: snail/drop cam, | mechanical | pear or egg shape/single rise, | woodworking | off-centre/eccentric | motion |  | follower |  | components |  | assemble |  | axle |  |
| nutritious   | ingredients  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| healthy  | recipe   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| calories   | carbohydrates  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| vegan  | protein  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| vegetarian   | equipment  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| temperature  | design   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| refrigerated   | sustainable  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| hygiene  | design criteria/brief/specification  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| heat/cool  | evaluate   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| prepare  | diet   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| design   | panels   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| pattern  | fastening  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| waistcoat  | sew  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| purpose  | running/blanket stitch   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| formal   | functional   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| target audience/customer   | hidden seam  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| unique   | assembling   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| design criteria  | decorating   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| annotate   | evaluate   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| template   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| automata   | cams: snail/drop cam,  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| mechanical   | pear or egg shape/single rise,   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| woodworking  | off-centre/eccentric   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| motion   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| follower   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| components   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| assemble   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| axle   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| <p><b>Resources:</b></p> <table border="0"> <tr><td>Variety of cookbooks</td><td>Paper plates</td></tr> <tr><td>Knives</td><td>Variety of ingredients (tbc)</td></tr> <tr><td>Bowls</td><td></td></tr> <tr><td>Chopping boards</td><td></td></tr> </table>   | Variety of cookbooks   | Paper plates  | Knives  | Variety of ingredients (tbc) | Bowls    |               | Chopping boards |         | <p><b>Resources:</b></p> <table border="0"> <tr><td>Chalk</td><td>Buttons</td></tr> <tr><td>Felt for waistcoats- 2 pieces per child</td><td>Beads</td></tr> <tr><td>Selection of threads</td><td></td></tr> <tr><td>Binca fabric for sewing practice – felt</td><td></td></tr> </table> | Chalk     | Buttons     | Felt for waistcoats- 2 pieces per child | Beads        | Selection of threads |         | Binca fabric for sewing practice – felt |           | <p><b>Resources:</b></p> <table border="0"> <tr><td>Example automata toy (teacher made)</td><td>Glue gun/PVA glue</td></tr> <tr><td>Hand drills and drill bits of 3mm and 4mm</td><td>Masking tape</td></tr> <tr><td>Tenon saws and bench hooks</td><td>Magazines/Newspapers</td></tr> <tr><td>1cm x 1cm jelutong</td><td></td></tr> </table> | Example automata toy (teacher made) | Glue gun/PVA glue | Hand drills and drill bits of 3mm and 4mm  | Masking tape | Tenon saws and bench hooks | Magazines/Newspapers | 1cm x 1cm jelutong |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Variety of cookbooks   | Paper plates   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Knives   | Variety of ingredients (tbc)   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Bowls  |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Chopping boards  |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Chalk  | Buttons  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Felt for waistcoats- 2 pieces per child  | Beads  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Selection of threads   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Binca fabric for sewing practice – felt  |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Example automata toy (teacher made)  | Glue gun/PVA glue  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Hand drills and drill bits of 3mm and 4mm  | Masking tape   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| Tenon saws and bench hooks   | Magazines/Newspapers   |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |
| 1cm x 1cm jelutong   |  |   |         |                              |          |               |                 |         |   |           |             |   |              |                      |         |   |           |   |                                     |                   |  |              |                            |                      |                    |           |     |         |                        |        |            |                          |             |        |            |                 |            |          |          |          |  |   |          |                       |            |                                |             |                      |        |  |          |  |            |  |          |  |      |  |

### Cross-Curricular Links:

**Autumn:** Science: recognise the impact of diet and lifestyle on the way their bodies function. Pupils should learn how to keep their bodies healthy.

**Spring:** N/A

**Summer:** N/A

### Enrichment:

**Autumn:** Use of the cookery room

**Spring:** N/A

**Summer:** N/A

### Key DT Skills which can be revisited throughout other Subject Areas:

- Plan the order of their work, choosing appropriate materials, tools and techniques
- Select appropriate tools, materials, components and techniques
- Use tools safely and accurately
- Make modifications as they go along

### **National Curriculum: By the end of KS2, pupils will be able to:**

#### **Design**

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- 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

#### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

|                                   |                                  |  |
|-----------------------------------|----------------------------------|--|
| Pans<br>Spoons<br>Plastic cutlery | Needles<br>Tape measures<br>Pins | 0.3cm dowel rod<br>Engineers or set squares<br>Thick and thin card |
|-----------------------------------|----------------------------------|--|