

Priorslee Academy

Design & Technology Long Term Plan
and Subject Skills Progression

Priorslee Academy Design & Technology Topic Overview

Year group	Autumn (Sept-Dec)		Spring (Jan-April)		Summer (May- July)	
EYFS The Big Questions Possible Themes/ Ideas UW/CL/PSED	Who am I?	What are buildings for? (Traditional Tales)	What animals can I meet? (Amazing Animals)	Where can we travel? (Transport)	What can you find underground?	What meets the sea? (At the beach/Seaside)
	Night time Nocturnal animals House Families Human body Being kind Staying safe Where do we live? (Earth, UK, local area)	People who help Important buildings (shops, places of worship) Celebrations (Diwali, Hannukah, Christmas)	Life cycles Growth and Change Climates Farm Minibeasts Habitats	People who help Local area Where in the UK?/World? Vehicles now and then Space	Dinosaurs Fossils Minibeasts Plants Growth Food to fork - healthy food	Under the sea Holidays Marine life Now and then Where in the world? Seasons Plants
Year 1	Mechanisms (Sliders and levers- e.g., cards/pop up books)		Cooking (Preparing fruit and vegetables)		Structures (Freestanding structures)	
Year 2	Textiles (Animal hand /finger puppet)		Cooking & Nutrition (Preparing fruit and vegetables)		Mechanisms (Wheels and axles)	
Year 3	Structures (Shell structures- e.g., packaging, CAD)		Mechanical systems (Levers and linkages)		Cooking & Nutrition (Healthy & varied diet- e.g., making bread)	
Year 4	Cooking & Nutrition (Healthy and varied diet)		Electrical Systems (Simple circuits- e.g. Torches)		Textiles (e.g., weaving fabrics -Link to Saxons)	
Year 5	Cooking and Nutrition (Celebrating culture and seasonality)		Structures (Framed structures- link to science topic- Properties & Changes of Materia)		Mechanical systems (pulleys/gears- link to Science topic- Forces)	
Year 6	Cooking and Nutrition (Celebrating culture and seasonality)		Textiles (Combining different fabric shapes)		Electrical control (Link to science topic- Electricity)	

National Curriculum- Design & Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ♣ critique, evaluate and test their ideas and products and the work of others
- ♣ understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design & Technology at Priorslee Academy

At Priorslee Academy we believe Design and Technology is a creative process, involving children in learning about the world we live in. We aim to enable children to become autonomous and creative problem-solvers, both as individuals and as part of a team. By engaging in design and technology, children will learn how to think and plan in a logical sequence to overcome problems, thus bringing about change. Our balanced and varied curriculum will allow pupils 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 and values. Through reflection and evaluation of past and present Design and Technology, pupils will begin to develop a critical understanding of its uses, effectiveness and impact on daily life and the wider world.

How is Design & Technology taught at Priorslee Academy?

- Design and Technology is taught through blocked units of work (one per term), delivered by the class-teacher or HLTA.
- Where appropriate, year group teams may deliver design and technology in longer blocked sessions or in a condensed two- or three-day time frame to give greater coherence to pupils' learning

At Priorslee Academy, we use 'Projects on a page', a scheme of work produced by the Design and Technology Association, to help support the teaching of D&T. It supports the implementation of National Curriculum objectives through meaningful contexts for designing and making.

Through our balanced and varied Design and Technology curriculum, pupils will:

- develop the expertise needed to perform everyday tasks confidently and participate successfully in an increasingly technological world.
- develop their knowledge, and learn the techniques and skills needed to design and make high-quality prototypes and products.
- learn how to critique, evaluate and test their ideas and products, as well as the work of others.
- understand and apply the principles of nutrition and learn how to cook.

	Autumn (Sept-Dec)		Spring (Jan-April)		Summer (May- July)	
EYFS- The Big Questions	Who am I?	What are buildings for? (Traditional Tales)	What animals can I meet? (Amazing Animals)	Where can we travel? (Transport)	What can you find underground?	What meets the sea? (At the beach/Seaside)
The Big ideas Understanding the world	Night time Nocturnal animals House Families Human body Being kind Staying safe Where do we live? (Earth, UK, local area)	People who help Important buildings (shops, places of worship) Celebrations (Diwali, Hannukah, Christmas)	Life cycles Growth and Change Climates Farm Minibeasts Habitats	People who help Local area Where in the UK?/World? Vehicles now and then Space	Dinosaurs Fossils Minibeasts Plants Growth Food to fork - healthy food	Under the sea Holidays Marine life Now and then Where in the world? Seasons Plants

National Curriculum- Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ♣ 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, mock-ups and, where appropriate, information and communication technology

Make

- ♣ select from and use a range of tools and equipment to perform practical 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

Evaluate

- ♣ explore and evaluate a range of existing products
- ♣ evaluate their ideas and products against design criteria

Technical knowledge

- ♣ build structures, exploring how they can be made stronger, stiffer and more stable
- ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

	Mechanisms (Sliders and levers- e.g., cards/pop up books)	Cooking (Preparing fruit and vegetables)	Structures (Freestanding structures)
Year 1	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. 	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. 	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices.

Evaluating

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

Technical knowledge and understanding

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.



1_2 Sliders and levers.pdf

- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.
- Know and use technical and sensory vocabulary relevant to the project.



1_2 Preparing fruit and vegetables.pdf

- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.



1_2 Freestanding structures.pdf

	<p style="text-align: center;">Textiles (Animal hand /finger puppet)</p>	<p style="text-align: center;">Cooking & Nutrition (Preparing fruit and vegetables)</p>	<p style="text-align: center;">Mechanisms (Wheels and axles)</p>
<p>Year 2</p>	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such 	<p>DATA- Projects on a page</p> <p>Prior learning (Year 1)</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p>	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Assembled vehicles with moving wheels using construction kits. • Explore moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such

as marking out, cutting, joining and finishing.

- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.



1_2 Templates and joining.pdf

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.
- Know and use technical and sensory vocabulary relevant to the project.

as cutting and joining to allow movement and finishing.

- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

Evaluating

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.

Technical knowledge and understanding

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.



1_2 Wheels and axles.pdf



1_2 Preparing fruit
and vegetables.pdf

National Curriculum Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught 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

Technical knowledge

- ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ♣ apply their understanding of computing to program, monitor and control their products.

Year 3	Structures (Shell structures) e.g., packaging, CAD	Mechanical systems (Levers and linkages)	Cooking & Nutrition (Healthy & varied diet e.g., making bread)
	<p>DATA- Projects on a page</p> <p>Prior learning (Year 1)</p> <ul style="list-style-type: none"> • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. 	<p>DATA- Projects on a page</p> <p>Prior learning (Year 1)</p> <ul style="list-style-type: none"> • Explored and used mechanisms such as flaps, sliders and levers. • Gained experience of basic cutting, joining and finishing techniques with paper and card. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. 	<p>DATA- Projects on a page</p> <p>Prior learning (Year 2)</p> <ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology,

<p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. <div style="text-align: center;">  <p>3_4 Levers and linkages.pdf</p> </div>	<p>such as web-based recipes, to develop and communicate ideas.</p> <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. <p>Diversity links: Breads from different countries and cultures</p>
---	--	---

	 3_4 Shell structures.pdf		 3_4 Healthy and varied diet.pdf
Year 4	Cooking & Nutrition (Healthy and varied diet)	Electrical Systems (Simple circuits e.g., Torches)	Textiles (E.g., weaving fabrics -Link to Saxons)
	<p>DATA- Projects on a page</p> <p>Prior learning (Year 3)</p> <ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<p>DATA- Projects on a page</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. • Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. <p>Designing</p> <ul style="list-style-type: none"> • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<p>DATA- Projects on a page</p> <p>Prior learning (Year 2)</p> <ul style="list-style-type: none"> • Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making.

	<p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. <p>Diversity links:</p>	<p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.
--	--	--	--

	 3_4 Healthy and varied diet.pdf	 3_4 Simple circuits and switches.pdf	 3_4 2D shape to 3D product.pdf
Year 5	Mechanical systems (pulleys/gears) Link to Science topic- Forces	Structures (Framed structures) Link to science topic- Properties & Changes of Materials	Cooking and Nutrition (Celebrating culture and seasonality)
	DATA- Projects on a page Prior learning (Year 3) <ul style="list-style-type: none"> • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. Designing <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making	DATA- Projects on a page Prior learning (Year 3) <ul style="list-style-type: none"> • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. Designing <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making	DATA- Projects on a page Prior learning (Year 4) <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. Designing <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding

- Understand that mechanical and electrical systems have an input, process and an output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Know and use technical vocabulary relevant to the project



5_6 Pulleys or gears.pdf

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding

- Understand that mechanical and electrical systems have an input, process and an output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Know and use technical vocabulary relevant to the project.



5_6 Frame structures.pdf

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

Diversity links:



5_6 Celebrating
culture and seasons

Year 6	Electrical control (Link to science topic- Electricity)	Cooking and Nutrition (Celebrating culture and seasonality)	Textiles (Combining different fabric shapes)
	<p>DATA- Projects on a page</p> <p>Prior learning (Year 4)</p> <ul style="list-style-type: none"> • Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off. <p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. 	<p>DATA- Projects on a page</p> <p>Prior learning (Year 5)</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p>	<p>DATA- Projects on a page</p> <p>Prior learning (Year 4)</p> <ul style="list-style-type: none"> • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces. <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks.

Making

- Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.
- Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.
- Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

Evaluating

- Continually evaluate and modify the working features of the product to match the initial design specification.
- Test the system to demonstrate its effectiveness for the intended user and purpose.
- Investigate famous inventors who developed ground-breaking electrical systems and components.

Technical knowledge and understanding

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- Know and use technical vocabulary relevant to the project.

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

Diversity links:

- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.



5_6 Combining
different fabric shap



5_6 More complex
switches.pdf



5_6 Celebrating
culture and seasona