<u>YEAR 3</u>			
Cookery Designing \ healthy cous cous salad and packaging	Construction Clay trinket pots	Textiles Woven bracelets	
-Generate ideas for an item, considering its purpose and the user/s.	-Generate ideas for an item, considering its purpose and the user/s.	-Generate ideas for an item, considering its purpose and the user/s.	Design Make
-To order the main stages of making a product.	-To order the main stages of making a product.	-To order the main stages of making a product.	Evaluate Technical
-Identify a purpose and establish design criteria for a successful product.	-Identify a purpose and establish design criteria for a successful product.	-Identify a purpose and establish design criteria for a successful	Knowledge
-Explain how well a product has been designed, what materials have been used	-Explain how well a product has been designed, what materials have been	product.	
and different construction techniques.	used and different construction techniques.	-Explain how well a product has been designed, what materials have been used and different	
-Make drawings with labels when designing.	-Make drawings with labels when designing.	construction techniques.	
-Prepare and cook savoury dishes using a range of cooking techniques	-To select a range of tools and techniques for making my product	-Make drawings with labels when designing	
-To select a range of tools and techniques for making my product safely.	safely. -To explain choice of equipment and	-To select a range of tools and techniques for making my product safely.	
	materials in relation to techniques and skills that will be used.		

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-To explain choice of equipment and		-To explain choice of equipment	
materials in relation to techniques and	-Select from and use finishing	and materials in relation to	
skills that will be used.	techniques suitable for the product	techniques and skills that will be	
	they are creating.	used.	
-Select from and use finishing techniques			
suitable for the product they are creating.	-Investigate a range, ingredients	-Select from and use	
	relevant to their project.	finishing techniques suitable for the	
-Investigate a range, ingredients relevant		product they are creating.	
to their project.	-Test/taste their product against the		
	original design criteria and with the	-Investigate a range, ingredients	
-Test/taste their product against the original design criteria.	intended user.	relevant to their project.	
	-Evaluate the ongoing work and the	-Test/taste their product against	
-Evaluate the ongoing work and the final	final product with reference to the	the original design criteria and with	
product with reference to the design	design criteria and the views of	the intended user.	
criteria and the views of others.	others.		
		-Evaluate the ongoing work and the	
- To prepare and cook a variety of dishes	-Apply his/her understanding of how to	final product with reference to the	
safely and hygienically.	strengthen, stiffen and reinforce more	design criteria and the views of	
	complex structures	others.	
-To begin to explore what a healthy diet is			
made up from.	- Identify basic equipment, materials,	-Know how to strengthen, stiffen	
	components and techniques.	and reinforce existing fabrics.	
- Know about a range of fresh and			
processed ingredients appropriate for		-Understand how to securely join	
their product.		two pieces of fabric together.	
-To begin to understand that drink and		-Understand the need for patterns	
food provided energy needed for the body.		and seam allowances.	

YEAR 4 In addition to previous learning, pupils should learn to			
Cookery	Electronics	Mechanisms	
Afternoon Tea	Wire loop game	Levers and linkages	
-Generate ideas, considering the purposes and user/s for which they are designing.	-Generate ideas, considering the purposes and user/s for which they are designing.	-Generate ideas, considering the purposes and user/s for which they are designing.	Design Make Evaluate
 To order the main stages of making a product and develop a clear idea of what has to be done. 	 To order the main stages of making a product and develop a clear idea of what has to be done. 	- To order the main stages of making a product and develop a clear idea of what has to be done.	Technical Knowledge
-To establish a design criteria and plan how to use equipment, materials and processes. -To identify strengths of your design and	-To establish a design criteria and plan how to use equipment, materials and processes.	-To establish a design criteria and plan how to use equipment, materials and processes.	
an area for development.	-To identify strengths of your design and an area for development.	-To identify strengths of your design and an area for	
-Make labelled drawings from different views showing specific features	-Make labelled drawings from different views showing specific features	development.	
-To explain my choice ingredients according to aesthetic.	-To explain my choice of materials and components according to aesthetic and function.	-Make labelled drawings from different views showing specific features	
-Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.	-Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.	-To explain my choice of materials and components according to aesthetic and function.	

	· · · · · · · · · · · · · · · · · · ·		
-Explain their choice of materials	-Explain their choice of materials	-Select and use appropriate tools	
according to functional properties and	according to functional properties and	to measure, mark out, cut, score,	
aesthetic qualities.	aesthetic qualities.	shape and combine with some	
		accuracy related to their products.	
-Select from and use materials and	-Select from and use materials and		
components, including ingredients,	components, including ingredients,	-Explain their choice of materials	
construction and electrical	construction and electrical components	according to functional properties	
components according to	according to their function and	and aesthetic qualities.	
their function and properties.	properties.		
		-Select from and use materials and	
-Investigate and evaluate a range of	-Investigate and evaluate a range of	components, including ingredients,	
products including the ingredients,	products including the ingredients,	construction and electrical	
materials, components and techniques	materials, components and techniques	components according to	
that are used.	that are used.	their function and properties.	
		their function and properties.	
-Test and evaluate their own products	-Test and evaluate their own products	-Investigate and evaluate a range	
against design criteria and the intended	against design criteria and the intended	of products including the	
user and purpose.	user and purpose.	ingredients, materials, components	
user and purpose.	user and purpose.	and techniques that are used.	
Eveluate the initial and an all success are insta-	Evelopete the initial end and should be	and techniques that are used.	
-Evaluate their ideas and products against	-Evaluate their ideas and products	—	
their own design criteria and identify the	against their own design criteria and	-Test and evaluate their own	
strengths and areas for improvement in	identify the strengths and areas for	products against design criteria	
their work.	improvement in their work.	and the intended user and	
		purpose.	
- To prepare and cook a variety of dishes	-Understand and use electrical systems		
safely and hygienically, using a heat	in their products linked to science	-Evaluate their ideas and products	
source where appropriate.	coverage.	against their own design criteria	
		and identify the strengths and	
	-Apply their understanding of omputing	areas for improvement in their	
	to program and control their products.	work.	

- To begin to explain how a healthy diet is	- Understand and use electrical systems	-Explore and use wheels, axles and	
	-	· · · · · · · · · · · · · · · · · · ·	
made up from a variety and balance of	in his/her products e.g. series circuits	axle holders.	
different foods.	incorporating switches, bulbs, buzzers		
	and motors	-Distinguish between fixed and	
-Know about a range of fresh and		freely moving axles.	
processed ingredients appropriate for		, 0	
their product, and whether they are		- Understand and use mechanical	
grown, reared or caught.		structures in his/her products using	
grown, reared of caugitt.			
		levers and linkages	
-To explain which foods and drink assist us			
in maintaining an active lifestyle.			

<u>YEAR 5</u>

Cookery	Mechanisms	Textiles	
Pizza tasting, design and making (European link)	Toys using cams	Making pencil case	
-Generate, model, develop and	-Generate, model, develop and	-Generate, model, develop and	Design
communicate ideas through annotated	communicate ideas through annotated	communicate ideas through	Make
sketches and discussions.	sketches and discussions.	annotated sketches and	
		discussions.	Evaluate
-Develop a clear idea of what has to be	-Develop a clear idea of what has to be		Technical
done, planning how to use materials.	done, planning how to use materials.	-Develop a clear idea of what	Knowledge
		has to be done, planning how	KIIOWIEuge
- To establish a design criteria and	- To establish a design criteria and	to use materials.	
confidently select appropriate materials,	confidently select appropriate		
tools and techniques.	materials, tools and techniques.	- To establish a design criteria and	
		confidently select appropriate	
- To identify strengths of your design and areas for development.	- To identify strengths of your design and areas for development.	materials, tools and techniques.	
		- To identify strengths of your	
-Use results of investigations, information	-Use results of investigations,	design and areas for development.	
sources, when developing design ideas.	information sources, when developing		
	design ideas.	-Use results of investigations,	
-To start understanding how much		information sources, when	
products cost and how sustainable they	-To start understanding how much	developing design ideas.	
are.	products cost and how sustainable they		
	are.		

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-Produce detailed lists of equipment and	-Produce detailed lists of equipment	-To start understanding how much
fabrics relevant to their tasks.	and fabrics relevant to their tasks.	products cost and how sustainable
		they are.
-Write a step-by-step plan, including a list	-Write a step-by-step plan, including a	
of resources required.	list of resources required.	-Produce detailed lists of
		equipment and fabrics relevant to
-Select from and use, a range of	-Select from and use, a range of	their tasks.
appropriate utensils, tools and equipment	appropriate utensils, tools and	
accurately to measure and combine	equipment accurately to measure and	-Write a step-by-step plan,
appropriate ingredients, materials and	combine appropriate ingredients,	including a list of resources
resources.	materials and resources.	required.
-Investigate and analyse products linked	-Test products with intended user and	-Select from and use, a range of
to their final product.	critically evaluate the quality of the	appropriate utensils, tools and
	design, manufacture, functionality and	equipment accurately to measure
-Test products with intended user and	fitness for purpose.	and combine appropriate
critically evaluate the quality of the		ingredients, materials and
design, manufacture, functionality and	-Compare the final product to the	resources.
fitness for purpose.	original design specification and record	
	the evaluations.	-Test products with intended user
-Compare the final product to the original		and critically evaluate the quality
design specification and record the	-Consider the views of others to	of the design, manufacture,
evaluations.	improve their work.	functionality and fitness for
		purpose.
-Consider the views of others to improve	-Identify and describe appropriate,	
their work.	equipment, materials, components and	-Compare the final product to the
To support and a set of substance for the set	techniques	original design specification and record the
- To prepare and cook a variety of dishes		evaluations.
safely and hygienically, using a heat	Recognise that products/designs have	evaluations.
source where appropriate.	to meet a range of different needs	

-To begin to understand about seasonality	-Understand and use mechanical	-Consider the views of others to
in relation to food products and the	structures in his/her products using	improve their work.
source of different food products.	cams and linkages	Dreduce e 2 Ditertile preduct
To use a veriety of tool simulation and	Deadware a 2 D tautile are duet from a	-Produce a 3-D textile product from a combination of accurately
-To use a variety of techniques such as	-Produce a 3-D textile product from a combination of accurately made	made pattern pieces, fabric shapes
slicing, chopping, grating, mixing and kneading.	pattern pieces, fabric shapes and	and different fabrics.
kileduliig.	different fabrics.	
- To explain which foods and drink assist		-Understand how fabrics can be
us in maintaining a healthy, balanced	-Understand how fabrics can be	strengthened, stiffened and
lifestyle.	strengthened, stiffened and reinforced	reinforced where appropriate.
	where appropriate.	

<u>YEAR 6</u>

Construction <i>Bird house (woodwork)</i> Generate, model, develop and ommunicate my ideas through rototypes and pattern pieces. Develop a clear idea of what has to be one, planning how to use materials, quipment and processes.	Electronics Night light <u>http://code-</u> <u>it.co.uk/crumble/crumble</u> -Generate, model, develop and communicate my ideas through prototypes and pattern pieces. -Develop a clear idea of what has to be done, planning how to use materials, equipment	Design Make Evaluate Technical
ommunicate my ideas through rototypes and pattern pieces. Develop a clear idea of what has to be one, planning how to use materials,	 -Generate, model, develop and communicate my ideas through prototypes and pattern pieces. -Develop a clear idea of what has to be done, planning how to use materials, equipment 	Make Evaluate
one, planning how to use materials,	has to be done, planning how to use materials, equipment	
	and processes.	
To use research to inform and develop e design of innovative, functional, opealing product that is fit for urpose.	- To use research to inform and develop the design of innovative, functional, appealing product that	
o identify strengths and weaknesses d suggest alternative methods of aking, if first attempt fails.	is fit for purpose. -To identify strengths and weaknesses and suggest	
Ise results of investigations, formation sources, including T when developing design ideas.	alternative methods of making, if first attempt fails. -Use results of investigations,	
i c i c i c i f	d suggest alternative methods of aking, if first attempt fails. se results of investigations, formation sources, including	 is fit for purpose. is fit for purpose. is fit for purpose. -To identify strengths and weaknesses and suggest alternative methods of making, if first attempt fails. is fit for purpose. -To identify strengths and weaknesses and suggest alternative methods of making, if first attempt fails.

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-To explain the impact the product will	-To explain the impact the product will	ICT when developing design ideas.	
have beyond their intended purpose.	have beyond their intended purpose.		
		-To explain the impact the product	
		will have beyond their intended	
-Formulate a step-by-step	-Formulate a step-by-step	purpose.	
plan to guide making, listing tools,	plan to guide making, listing tools,		
equipment, materials and components.	equipment, materials and components.	-Formulate a step-by-step	
		plan to guide making, listing tools,	
-Competently select from and use	-Competently select from and use	equipment, materials and	
appropriate tools to accurately measure,	appropriate tools to accurately	components.	
mark, cut and assemble	measure, mark, cut and assemble		
materials, and securely connect electrical	materials, and securely connect	-Competently select from and use	
components to produce	electrical components to produce	appropriate tools to accurately	
reliable, functional products.	reliable, functional products.	measure, mark, cut and assemble	
		materials, and securely connect	
-Use finishing and decorative	-Use finishing and decorative	electrical components to produce	
techniques suitable for the product they	techniques suitable for the product	reliable, functional products.	
are designing and making.	they are designing and making.		
	they are designing and making.	-Use finishing and decorative	
-Continually evaluate and modify the	-Continually evaluate and modify the	techniques suitable for the product	
	working features of the product to		
working features of the product to	match the initial design specification.	they are designing and making.	
match the initial design specification.	match the initial design specification.	Continually evolute and modify	
		-Continually evaluate and modify	
	Test the conduct of a discussion of the	the working features of the	
-Test the product and systems system to	-Test the product and systems system	product to match the initial design	
demonstrate its effectiveness for the	to demonstrate its	specification.	
intended user and purpose	effectiveness for the		
	intended user and purpose		
 Critically evaluate their products against 			
their design specification,			

intended user and purpose,	- Critically evaluate their products	-Test the product and systems
identifying strengths and areas for	against their design specification,	system to demonstrate its
development, and carrying out	intended user and purpose,	effectiveness for the
appropriate tests.	identifying strengths and areas for	intended user and purpose
	development, and carrying out	
-Test the system to demonstrate its	appropriate tests.	- Critically evaluate their products
effectiveness for the intended user and		against their design specification,
purpose.	-Test the system to demonstrate its	intended user and purpose,
	effectiveness for the intended user and	identifying strengths and areas for
-Consider views of others to improve work	purpose.	development, and carrying out
and implement changes.		appropriate tests.
	-Consider views of others to improve	
- To prepare and cook a variety of dishes	work and implement changes.	-Test the system to demonstrate its
safely and hygienically, using a heat		effectiveness for the
source where appropriate.	-Apply his/her understanding of how to	intended user and purpose.
	strengthen, stiffen and reinforce more	
-To explain how seasons affect food	complex structures and understand	-Consider views of others to
availability source of different food	how to strengthen, stiffen and	improve work and implement
products.	reinforce 3-D frameworks.	changes.
-To use a variety of techniques such as	- Understand the characteristics of	-Understand and use electrical
slicing, chopping, grating, mixing,	different materials, components and	systems in their products linked to
kneading and baking.	processes	science coverage.
-To explain substances within different	-Understand a range of	-Understand the characteristics of
types of foods that are required to lead a	advanced/specialist techniques	different materials, components,
healthy, balanced lifestyle.		ingredients and processes
		-Understand a range of
		advanced/specialist techniques
		auvancea/specialist teeningaes

-Apply his/her understanding of computing to program, monitor and control his/her products – ICT link
Understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors
Apply his/her understanding of computing to program, monitor and control his/her products – ICT link
Understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors