




| | | Autumn | Spring | Summer |
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| | Strand (s) (taken from KKPDs) | Make Cooking and nutrition | Make Evaluate Technical knowledge | Cooking and nutrition |
| F1 | KKPDs (and subject content choices) | <p>Make</p> <p>DTN.3 know how to safely explore a variety of tools. Scissors, glue.</p> <p>DTN.5 know how to thread. Threading using threading tool, wool, pasta.</p> <p>Cooking and Nutrition</p> <p>DTN.11 know how to use a knife and fork when supported by an adult. (snack times, lunchtimes and other incidental learning opportunities)</p> <p>DTN.12 know how to wash hands before and after eating. (snack times, lunchtimes and other incidental learning opportunities)</p> | <p>Make</p> <p>DTN.1 know what they are going to make before they make it.</p> <p>DTN.2 know how to share what they are doing with their key worker.</p> <p>DTN.4 know how to explore joining different materials together. Using twigs and string</p> <p>DTN.5 know how to thread. Threading using threading tool, wool, pasta.</p> <p>Evaluate</p> <p>DTN.6 know what they like about their creation. The materials they have use e.g., twigs, stones/rocks, shells, leaves, bark, feathers collected from Forest School and the sounds they make.</p> <p>Technical Knowledge</p> <p>DTN.7 know how to make their creation more stable (e.g., a tower) (Construction area)</p> <p>DTN.8 know how to distinguish between moving and non-moving elements</p> | <p>Cooking and Nutrition</p> <p>DTN.9 know what foods they like to eat. Encourage healthy choices on their cakes such as cucumber, tomato, cress, olives.</p> <p>DTN.10 know there are healthy and unhealthy foods.</p> |
| | Rationale for content choices | <p>Current learning Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this help them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking. As well as this, children will learn to make a party hat to wear to a school birthday party.</p> <p>Curriculum links The party hat making will link to learning for life as the children will learn about what a birthday is, why we celebrate them and how we celebrate them. It will also build on their enquiry question because the children can consider their speciality on their birthday.</p> <p>Future learning In F2, children will continue to build their basic understanding of choosing tools, making things stronger and joining materials together through continuous provision opportunities daily.</p> | <p>Current learning Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this support the development of fine motor skills whilst also helping them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking. Adding to this, this term the children will make and evaluate a wind chime. They will think about how this will look, what materials to use, collect them from forest school and then when made, they can go down to forest school and hang them on various trees.</p> <p>Curriculum links Elements of music will be drawn upon for this project during the stage of collecting materials. They will need to consider what objects around forest school/nature will make noises and which will be used as decoration (that don't make a noise). When complete, the children can hang them at forest school and listen to the sounds and discussions about pitch and tempo can be had about this. There will also be strong links to forest school as they will use this to resource their product to decorate forest school.</p> <p>Future learning</p> | <p>Current learning</p>  <p>Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this support the development of fine motor skills whilst also helping them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking.</p> <p>Moreover, this term, the children will grow their own ingredients which they will use to make a final product with, linking to their enquiry question. They will consider how vegetables grown in nature, and create faces as a form of art using the vegetables.</p> <p>Curriculum links This will link to their science learning about how plants grow. It will also link to their enquiry question; how nature creates art by using the vegetables to make a smiley face picture on their rice cake.</p> <p>Future learning In F2, children will continue to build their understanding of food and processes that are involved in making food by preparing scones for a</p> |

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| | | In F2, children will continue to build their basic understanding of choosing tools, making things stronger and joining materials together through continuous provision opportunities daily and by making a bird feeder to take to forest school. | tea party. This will involve more technical skill such as sieving, stirring and cutting. |
| Enquiry Question | Who is special? | What makes Britain great? | Can nature create art? |
| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| End points F1 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Nursery</p> <p>Talk about what they are going to make and how.</p> <p>Use simple tools safely (including knives and forks)</p> <p>Reflect on what they like about their creation.</p> <p>Identify healthy and unhealthy foods and which foods they like or dislike.</p> | | |
| Strand (s) (taken from KCPDs) | Make Evaluate Technical Knowledge | Make Evaluate Technical knowledge | Make Evaluate Cooking and nutrition |
| F2 KCPDs (and subject content choices) | <p>Make</p> <p>DTR.9 know how to select the appropriate materials to create a desired aesthetics. Lollipop sticks, green paper, scissors, sequins and glitter to decorate.</p> <p>Evaluate</p> <p>DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better.</p> | <p>Make</p> <p>DTR.9 know how to select the appropriate materials to create a desired aesthetics (e.g. applying feathers to a bird model) Twigs, stones/rocks, shells, leaves, bark, feathers collected from Forest School.</p> <p>Evaluate</p> <p>DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better.</p> <p>Technical Knowledge</p> <p>DTR.11 know how to select correct materials which allow for movement. String and twigs collected from Forest School.</p> | <p>Cooking and Nutrition</p> <p>DTR.12 know the names of well-known fruit and vegetables. Cucumber, tomato, cress, olives.</p> <p>DTR.13 know how to make some simple healthy food choices. Selecting correct ingredients to make a rice cake smiley face.</p> <p>DTR.14 know the importance of healthy food choices.</p> <p>DTR.17 know how to follow a recipe to combine different ingredients to create a dish with adult support. Rice cake smiley faces</p> |
| Rationale for content choices | <p>Previous learning</p> <p>In F1, the children made diva lamps which helped them think about what materials are appropriate for their product and why.</p> | <p>Previous learning</p> <p>Last year, the children made bird feeders to take down to forest school. To achieve this, the children had to consider what it would look like, what food to put in the feeder, and where it would be hung so that the birds could find it and eat their food.</p> | <p>Previous learning</p> <p>In F1, the children made sandwiches using a cutting tools to spread butter and put a filling of their choice into the sandwich.</p> |

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| |  <p>Current learning Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this support the development of fine motor skills whilst also helping them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking. To link to the enquiry question, at Christmas time, the children can consider how they are special to each other (they are friends who support and look after one another) and to show what they mean to one another can make a gift to give to a member of their class – a Christmas tree bookmark.</p> <p>Curriculum links The making of a gift to give to a friend in class can link to the children’s RE learning. At this time of year, the children will learn about how we celebrate Christmas such as gift giving but also the meaning behind this.</p> <p>Future learning When the children move to Year 1, they will build upon their skills of cutting and joining by making moving pictures. This will allow for more depth of understanding through the making of levers to allow for a moving picture where they will consider how to join materials and stick to create this.</p> | <p>Current learning Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this support the development of fine motor skills whilst also helping them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking. Adding to this, this term the children will make and evaluate a wind chime. They will think about how this will look, what materials to use, collect them from forest school and then when made, they can go down to forest school and hang them on various trees.</p> <p>Curriculum links Elements of music will be drawn upon for this project during the stage of collecting materials. They will need to consider what objects around forest school/nature will make noises and which will be used as decoration (that don’t make a noise). When complete, the children can hang them at forest school and listen to the sounds and discussions about pitch and tempo can be had about this. There will also be strong links to forest school as they will use this to resource their product to decorate forest school.</p> <p>Future learning Children will deepen their knowledge of making hanging decorations and choosing tools for a specific purpose through sewing. They will understand that a needle and thread can be used to join two materials together to make a hanging Christmas decoration.</p> |  <p>Current learning Throughout EYFS, DT is taught discretely through continuous provision. The skills they learn from this support the development of fine motor skills whilst also helping them when they move to year one with making choices such as which tool to use for a specific purpose e.g., scissors for cutting, glue for sticking.</p> <p>Moreover, this term, the children will grow their own ingredients which they will use to make a final product with, linking to their enquiry question. They will consider how vegetables grown in nature, and create faces as a form of art using the vegetables.</p> <p>Curriculum links This will link to their science learning about how plants grow. It will also link to their enquiry question; how nature creates art by using the vegetables to make a smiley face picture on their rice cake.</p> <p>Future learning in Year 1, the children will expand their knowledge of food by making a hot dish and a cold dish – a fruit salad and a pitta pizza. They will understand what process is needed to make a hot dish, consider where food has come from and how to prepare it.</p> |
| <p>Enquiry Question</p> | <p>Who is special?</p> | <p>What makes Britain great?</p> | <p>Can nature create art?</p> |
| <p>Subject Vehicle</p> | <p>Dr / En / Dis</p> | <p>Dr / En / Dis</p> | <p>Dr / En / Dis</p> |
| <p>End points F2</p> | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Reception</p> <p>Know what a product is, discuss what they want to create and use drawings to represent their design choices.</p> <p>Discuss problems with their product and how they are going to solve them.</p> <p>Choose resources and materials suitable for the creation of their product.</p> <p>Understand how to join materials.</p> <p>Explain the importance of making healthy food choices and following simple hygiene rules.</p> | | |
| <p>Year 1/ 2 Cycle A</p> | <p>Strand (s) (taken from KCPDs)</p> <p>Make Evaluate</p> | <p>Cooking and nutrition Evaluate</p> | |

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| | <p>Year 1</p> <p style="text-align: center;">Make</p> <p>DT1.5 know how to use own design plan to make something (P) Children will design and make their own hanging Christmas tree decoration.</p> <p>DT1.6 know how to use tools safely for a specific purpose (e.g. to cut, shape or to join) (P). Children will use a needle and thread, hole punchers and scissors.</p> <p>DT1.7 know how to assemble and join materials (including construction materials) using a variety of methods (P) Children will mainly focus on using needle and thread but will also use glue.</p> <p>DT1.8 know how to use simple sewing techniques with support or scaffolded resource (P)</p> <p>Year 2</p> <p style="text-align: center;">Make</p> <p>DT2.5 know how to make a mock-up of their design where appropriate (e.g. paper patterns for puppets) (P)</p> <p>DT2.6 know how to identify and name a selection of hand tools (S)</p> <p>DT2.7 know how to choose tools and materials (P) and explain why they have chosen them (D)</p> <p>DT2.8 know how to join materials and components in different ways (P) and explain their design choices (D) sewing and gluing.</p> <p>DT2.9 know how to cut and join fabric to make a simple product (P) use of felt and will be cut using scissors.</p> <p>DT2.10 know how to use simple sewing techniques (P) Running stitch and whipstitch.</p> <p>DT2.11 know how to carry out finishing techniques that have been modelled by the teacher (P) Children will sew on buttons for decoration and cut felt to shape to look like decorations which they can sew onto their product.</p> <p style="text-align: center;">Evaluate</p> <p>DT2.12 know how to use IT to communicate and research ideas where appropriate (e.g. taking pictures and annotating them). (P)</p> <p>DT2.13 know what was successful and less successful in the model they have made against a design criteria (P)</p> | <p>Year 1</p> <p style="text-align: center;">Cooking and nutrition</p> <p>DT1.13 know where fruit and vegetables come from (S) fruit and veg specific to the UK e.g., strawberries, apples, pears, carrots, lettuce.</p> <p>DT1.14 know which foods are healthy and which are not (S)</p> <p>DT1.15 know how to cut food safely (P)</p> <p>DT1.16 know how to use basic food handling, hygiene practices and personal hygiene (P)</p> <p>DT1.17 know how to follow a given recipe to create a cold dish (P) fruit salad using fruit that can be grown in the UK.</p> <p style="text-align: center;">Evaluate</p> <p>DT1.10 know what went well with their own work against a design criteria (P)</p> <p>Year 2</p> <p style="text-align: center;">Cooking and nutrition</p> <p>DT2.17 know where a variety of foods come from (S) meat and dairy specifically produced in the UK such as cheese, milk, chicken, eggs, pork.</p> <p>DT2.18 know about foods that support good health and the risks of eating too much sugar (S)</p> <p>DT2.19 know how to follow safe procedures for food safety and hygiene (P)</p> <p>DT2.20 know how to follow a given recipe to create a hot dish (P) children will plan and make scones using fresh, healthy ingredients that can be sourced in the UK.</p> <p style="text-align: center;">Evaluate</p> <p>DT2.13 know what was successful and less successful in the model they have made against a design criteria (P)</p> | <p>No new DT KCPDs are taught during this term.</p> |
| <p>Rationale for content choices</p> | <p><u>Previous Learning EYFS</u> Children revisit their learning of knowing how to thread using lacing boards. Furthermore, they will revisit their learning of designing for a purpose through knowing how to use drawing to create a simple plan. They will also draw upon their ability to choose the right resources to carry out their own plan.</p> <p><u>Previous Learning Y1</u> The current Year 2's will revisit their knowledge of making a moving picture. They will draw upon their understanding of designing a product for a specific purpose and consider what tools and materials will work best for the product and why.</p> | <p><u>Previous Learning EYFS</u> Children revisit their learning of knowing how to follow simple hygiene rules (e.g. washing hands before eating, washing hands before cooking) as well as making a cold dish – rice cake faces using an ingredient they grew by themselves.</p> <p><u>Previous Learning Y1</u> Children revisit their learning of what foods are healthy and why to help them make informed choices for their hot and cold dish.</p> <p><u>Current learning</u> Throughout the Spring term, the children will learn about what makes the UK unique. To enhance this learning, DT lessons will be</p> | |

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| | <p>Current learning Children will use and build on their current learning of materials in science to design and make a hanging decoration in time for the Christmas period. It's purpose will be to hang from a tree so the children will consider how to ensure their decoration does this. They will learn the skill of sewing, where they will use a running stitch to join materials together for the purpose of making it hang from a tree. The children will also build their understanding of various hand tools and how to use them carefully e.g., needle and scissors.</p> <p>Curriculum links This sequence of learning will link to science as they will consider what the best materials would be for sewing and why, thinking carefully about the properties of materials e.g. it'll need to be a material that is soft so it can be pierced by a needle and cut to shape.</p> <p>Future Learning Y2 The current Year 1's will build on this learning in Year 2 by designing and making a moving picture. They will develop further understanding of hand tools again using scissors but also split pins to affectively move aspects of the picture. They will again consider how to use these tools safely to join materials together.</p> <p>Future learning Y3 Children will build on this learning in Year 3 by designing for a purpose. They will build on their knowledge of ways to cut materials (with scissors, with a hole punch) to create a product with a simple mechanism to represent the water cycle.</p> | <p>used to enable children to learn about what foods can be sourced in the UK and we will focus on our local area. Consideration will also be made about which foods sourced in the UK/our local area are healthy for our bodies. Then, the children can design and make a healthy fruit salad (cold dish). The children can then progress to designing and making a healthy hot dish, scones, using ingredients that can be locally sourced.</p> <p>Curriculum links This sequence of learning will have cross-curricular links with geography – thinking about the regionality of food we eat to support answering our spring enquiry question “what makes the UK unique?”. This will also link to LFL as the children will consider how to keep our body healthy and make healthy food choices to plan and make a hot and cold dish.</p> <p>Future Learning Y2 Children will build on their learning of cooking and nutrition in Year 2 where they will apply their understanding of hygiene and food safety to bake bread, linking to the autumn enquiry historical learning about the great fire of London.</p> <p>Future learning Y3 Children will build on their learning of cooking and nutrition in Year 3 where they will design and make their own European dish using locational knowledge of what food is produced where.</p> | |
| <p>Enquiry Question</p> | <p>Who changed the world for me?</p> | <p>What makes the UK unique?</p> | <p>What is the power of imagination?</p> |
| <p>Subject Vehicle</p> | <p>Dr / En / Dis</p> | <p>Dr / En / Dis</p> | <p>Dr / En / Dis</p> |
| <p>End points Y1</p> | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPDs for Year 1</p> <p>Draw a plan of what they want to create, using templates and describe how they want their product to work.</p> <p>Use their own plans to create a product, informed by exploring a range of existing products and observing what works well.</p> <p>Choose tools and resources for a specific purpose (such as tools for cutting, joining, etc.) and use them safely.</p> <p>Explain what went well after making their product, against a set criteria.</p> <p>Understand where fruit and vegetables come from, which are healthy and which are not and how to use basic food handling and hygiene.</p> | | |

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| End points Y2 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 2</p> <p>Identify the purpose and audience for their product, through unpicking the design criteria.</p> <p>Research and communicate ideas using IT.</p> <p>Draw simple designs with annotations alongside mock ups to explain why they have made design choices.</p> <p>Identify a range of hand tools and select whether they are appropriate for the creation of the product, explaining their reasoning.</p> <p>Evaluate a range of existing products, observing what works well to inform their own design choices.</p> <p>Use simple mechanisms (sliders, levers, wheels, axels) in their product.</p> <p>Understand where a variety of foods come from, have a good understanding of foods which support good health (including the risks of eating too much sugar)</p> |
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| | Strand (s) (taken from KCPDs) | | Design Make Evaluate Cooking and nutrition | Design Make Evaluate Technical knowledge |
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| Year 3/4 Cycle A | KCPDs (and subject content choices) | No new DT KCPDs are taught during this term. | <p style="text-align: center; color: blue;">Design</p> <p>DT3.1 know how to prove that a design is fit for purpose and meets the user's needs in line with the design criteria (P)</p> <p>DT3.3 know how to draw annotated designs with labels that detail their material choices and suitability of the given materials</p> <p style="text-align: center; color: blue;">Make</p> <p>DT3.4 know how to select the most appropriate tools for a given task (P)</p> <p>DT3.5 know how to choose the right equipment and materials (including textiles, construction materials and/or ingredients) (D) newspaper strips, pva glue</p> <p>DT3.6 know how to select the most appropriate technique for shaping and joining (P) and justify their choices (D) papier mache</p> <p>DT3.8 know how to choose and justify finishing techniques to improve the appearance of their products using a range of equipment including ICT (D) painting to help resemble a volcano</p> <p style="text-align: center; color: blue;">Evaluate</p> | <p style="text-align: center; color: blue;">Design</p> <p>DT3.2 know how to design a product and make sure that it looks appealing (P) consider decoration such as bright paint, glitter, sequins, pom poms.</p> <p>DT3.3 know how to draw annotated designs with labels that detail their material choices (P) and suitability of the given materials (D)</p> <p style="text-align: center; color: blue;">Make</p> <p>DT3.7 know how to work accurately to measure, make cuts and make holes (P)</p> <p style="text-align: center; color: blue;">Evaluate</p> <p>DT3.9 know why existing products have or have not been successful (S) to inform their own designs (D) existing photo frames, different shapes, a frame needs a stand, they are made from materials that are strong.</p> <p>DT3.11 know how to improve their finished product in relation to the design criteria (P)</p> |

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| | | <p>DT3.10 know why their own product has or has not been successful (D)</p> <p style="text-align: center;">Cooking and nutrition</p> <p>DT3.14 know when food is available for harvesting and understand seasonality (S)</p> <p>DT3.15 know what a balanced diet looks like (S)</p> <p>DT3.16 know how to demonstrate hygienic food preparation (P)</p> <p>DT3.17 know how to weigh out ingredients and follow a given healthy recipe to create a dish (P) pizza with different toppings relating to Spain and Italy e.g. pepperoni, mozzarella, peppers.</p> | <p>DT3.12 know how to strengthen a product by stiffening a given part or reinforce a part of the structure (P) consider ways to manipulate the cardboard to make it stronger e.g. folding it, joining two pieces together.</p> <p style="text-align: center;">Technical knowledge</p> <ul style="list-style-type: none"> •DT3.13 know how to create a product with a simple mechanism (P) justifying their choices (e.g. gears, pulleys, cams, levers and linkages) (D) levers to make a moving aspect. |
| <p>Rationale for content choices</p> | | <p><u>Previous Learning Y2</u> Children will have understanding of evaluating a product when they made their moving picture by researching existing products to inform their choices. This will support their current learning and they consider how to strengthen their product.</p> <p><u>Previous Learning Y3</u> In Year 3, children learnt about Roman food and compared it to food that is eaten currently and made dishes from both time periods. Children will draw on their knowledge of choosing ingredients and appropriate utensils as well as healthy and safety when making their pizzas.</p> <p><u>Current learning</u> DT lessons will be used in the Spring term to enhance the children's understanding of natural disasters. To achieve this, there will be two separate DT sequences of learning on a half termly basis. The first sequence will involve the children using their studies of Spain and Italy to design and make pizzas with toppings from those countries. They will evaluate their products and then school kitchen staff will critique the pizzas. In the second learning sequence, the children will answer the question of how our planet shows us anger by creating an erupting volcano.</p> <p><u>Curriculum links</u> Both DT projects can be linked to geography, through consideration of where ingredients come from and where volcanoes are found, how and why they erupt and the aftermath of this. As well as this, there are links to LFL when considering a balanced diet to look after our bodies and keep them healthy based on their ingredient choices for their pizzas.</p> <p><u>Future learning Y4</u> In Year 4, the children will apply and deepen their understanding of choosing appropriate tools and materials to create a working water cycle.</p> <p><u>Future learning Y5</u></p> | <p><u>Previous Learning Y2</u> The children will have some knowledge around making and designing and making design choices as they designed and made a house typical to London in 1666 as part of their great fire of London sequence in Year 2. Here, they considered what materials to use to make their house based on what they were made of at the time and what tools to use to help build it. They also made a moving picture so have a basic understanding of levers and other mechanisms.</p> <p><u>Previous Learning Y3</u> In Year 3, the children made their own water cycle which involved making sure their product fit the design criteria, create a product using mechanisms so that it could move, and evaluate what was successful about it.</p> <p><u>Current learning</u> DT will be taught discretely during the summer term where the children will participate in the designing and making their own photo frame out of cardboard. They will use this to commemorate their year in year 3/4 as some children will move onto year 5. The children will be given opportunities for decision making and regular evaluation such as how will they ensure their frame can stand on its own? they can also consider how to make it look appealing through decoration. To encourage further creativity, the children will have a moving aspect to their photo frame.</p> <p><u>Curriculum links</u> This DT project can be linked to science where the children will draw upon their knowledge of materials to consider what material will be most affective to make a sturdy photo frame. Elements of maths will be key in this project as they will need to use their measurement skills to ensure their frame is accurately measured. This is a crucial aspect so that it is sturdy and fits a photograph.</p> <p><u>Future learning Y4</u> In Year 4, the children will develop their understanding further by creating their own design criteria for their product. They will also learn to evaluate existing products as well as their own to determine if their product is fit for purpose.</p> |

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| | | In Year 5, knowledge of food will be expanded upon as they learn about food in WW2 and rationing. Through this project, children will explore how certain foods are stored, how they are processed and will be able to distinguish between sweet and savoury as well as choose ingredients accordingly. | <u>Future learning Y5</u> As the children progress to Year 5, they will make a bird box which will enable them to think in depth about the tools they will use for a specific purpose, create annotated 3D drawings during the design stages, create a prototype before the final product and evaluate its effectiveness. |
| Enquiry Question | How far have we come? | How can our planet show us anger? | How can we tell stories through art? |
| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| End points Y3 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 3</p> <p>Annotate designs with their own design choices (materials, tools) considering the audience and purpose.</p> <p>Use knowledge of the purpose and audience for their product to choose the most suitable tools, materials and mechanisms, justifying their choices.</p> <p>Identify what makes a product successful or not, including their own.</p> <p>Make improvements to designs and products based on evaluative feedback against the design criteria.</p> <p>Explain when it is best to use a gear, pulley or linkage in a design/product.</p> <p>Understand when food is ready to harvest and what a balanced diet consists of.</p> | | |
| End points Y4 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 4</p> <p>Explore a range of existing products and identify what makes products successful.</p> <p>Create designs from different viewpoints. Considering the influence of existing designs/designers</p> <p>Know a range of tools, their uses and when best to use them.</p> <p>Mark, measure, cut and join accurately.</p> <p>Use sewing, weaving or knitting skills.</p> | | |

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| | | Evaluate their own and others' products and consider possible improvements. | | |
| | | Understand that animals are caught or reared for food. | | |
| | | Apply knowledge of electrical systems to their own product and why these are needed. | | |
| | Strand (s) (taken from KKPDs) | | Make Design Technical knowledge | Evaluate Cooking and nutrition |
| Year 5/6 Cycle A | KKPDs (and subject content choices) | No new DT KKPDs are taught during this term. | <p>Year 5</p> <p>Design</p> <p>DT5.1 know how to design with a range of initial ideas using computer-aided design (CAD) where appropriate (e.g. CAD for packaging) (P) use to create a 3D cross sectional model of the ocean biome first as part of the design process.</p> <p>Make</p> <p>DT5.6 know how to carry out finishing techniques to enhance the appearance of their product (P) and justify their design choices (D)</p> <p>Technical knowledge</p> <p>DT5.12 know how to use IT products to program, monitor and control their products (P)</p> | <p>Year 5</p> <p>Evaluate</p> <p>DT5.7 know how to collect information from investigating existing products and research using ICT where appropriate (P) to inform their own designs (D) use the internet to look on supermarket websites such as Tesco, Asda etc and look at the various bread products they sell, what they look like, what toppings that have, shapes etc.</p> <p>DT5.8 know key events and individuals that have led to existing products (S) consider the Egyptians and their discovery of how to expand a loaf and how we do this today (self-raising flour), the prominence of bread during war time Britain and why, consider the company Warburtons.</p> <p>Cooking and nutrition</p> <p>DT5.15 know how to prepare a healthy meal by selecting the appropriate ingredients in the first place (P) and justify choices (using appropriate cooking techniques) (D) group project, each group making a different type of bread e.g. bagels, bread rolls, sourdough, banana bread, flatbread.</p> |
| | Rationale for content choices | | <p>Previous Learning Y4 In Year 4, the children made a working water cycle with transferable skills for their current learning such as accurately measuring materials needed and evaluating their design to consider how to improve it.</p> <p>Previous Learning Y5 Children will build on their knowledge of the design process from Year 5 where they used exploded diagrams, 3D models and cross-sectional diagrams to design their bird boxes by incorporating IT.</p> <p>Current learning During this sequence of DT lessons, the children will design and make an ocean biome. They will learn how to incorporate IT in the developmental stages of the design process where they will create 3D models and cross-sectional diagrams as part of their planning stage. The children will then carry out finishing techniques to</p> | <p>Previous Learning Y4 In Year 4, children developed their understanding of seasonality and evaluating both existing products and their own product. Finally, they learnt to accurately measure, and weigh ingredients needed to make their product which will be a transferable skill for breadmaking.</p> <p>Previous Learning Y5 In Year 5, the children learnt about food hygiene and safety when cooking which they can draw upon when making bread. This will be useful for the children to draw upon as they should be able to select appropriate ingredients for their choice of bread.</p> <p>Current learning DT will be taught discretely during this term whereby the children will participate in a team-based project to make a bread of their choosing. They will be encouraged to evaluate each team's bread</p> |

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| | | <p>ensure their final product looks appealing.</p> <p><u>Curriculum links</u> By making an ocean biome, the children will draw upon their geography knowledge of what a biome is, its features, and its links to pollution. This project will also have links to learning for life as they will consider the aspect of pollution and what can be done to reduce this and maintain the ocean biome. Furthermore, the children will use their science knowledge of habitats to include appropriate features in their biome and finally they will use their learning in computing at the planning stage of the product.</p> <p><u>Future learning Y6</u> As the children move into Year 6, they will learn to test and evaluate their own prototype on a specified audience as well as use knowledge to improve a made product by strengthening, stiffening or reinforcing .</p> <p><u>Future learning Y7</u> In Year 7, the children will progress further to design a product for a specific audience, know how to show their product can be made in a sustainable way, and advance their depth of thinking by creating a detailed step-by-step plan of how to make their product.</p> | <p>choice to decide who has made the healthiest bread and justify their choice. They will also suggest ways to improve their own product and make a final product based off this.</p> <p><u>Curriculum links</u> This sequence of learning will allow children to draw upon their learning for life knowledge about being healthy and how we look after our bodies as the children will make informed decisions regarding the ingredients, they will use to prepare a healthy meal. This project will also enable the children to use their computing skills at the planning stage.</p> <p><u>Future learning Y6</u> In Year 6, the children will progress to understand what foods are considered sweet, and which are considered savoury and how we know this. They will also consider how food is stored and why.</p> <p><u>Future learning Y7</u> This DT project will prepare pupils for Year 7, where they will apply their knowledge of hygiene, food safety and nutrition to prepare a savoury meal and enhance their products by changing and experimenting with other ingredients.</p> |
| Enquiry Question | Is conflict necessary? | Is human need greater than others? | What does African art teach us? |
| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| End points Y5 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 5</p> <p>Understand and explain the benefit of CAD.</p> <p>Create 3D designs and CAD which are annotated with materials and tools.</p> <p>Know, select and use a range of tools independently, being able to justify their choices.</p> <p>Create prototypes of their product before making a final version.</p> <p>Investigate and research existing products using IT.</p> <p>Understand how significant events and people have led to change and innovation.</p> <p>Evaluate the appearance and function of their own product, based on the design criteria.</p> | | |

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| | <p>Reflect on and make amendments based on feedback from others.</p> <p>Use technology to improve the performance of a product</p> <p>Understand how and where foods are processed and how to prepare them safely and hygienically.</p> |
| <p>End points Y6</p> | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 6</p> <p>Create detailed designs in a range of formats, displaying an awareness of culture and society.</p> <p>Justify design choices with references to audience and purpose.</p> <p>Select and use tools correctly and safely, selecting different tools for different purposes and being able to justify their choice.</p> <p>Pin, sew and stitch materials together.</p> <p>Make links between key events and individuals, being able to explain and reflect on how they have shaped existing products.</p> <p>Evaluate their own products and others, against a design criterion.</p> <p>Test their product with a target audience and take feedback on success and/or improvements.</p> <p>Select the most appropriate way to improve their product by strengthening, stiffening and reinforcing.</p> <p>Understand where food ingredients should be stored and if a dish is sweet or savoury.</p> |