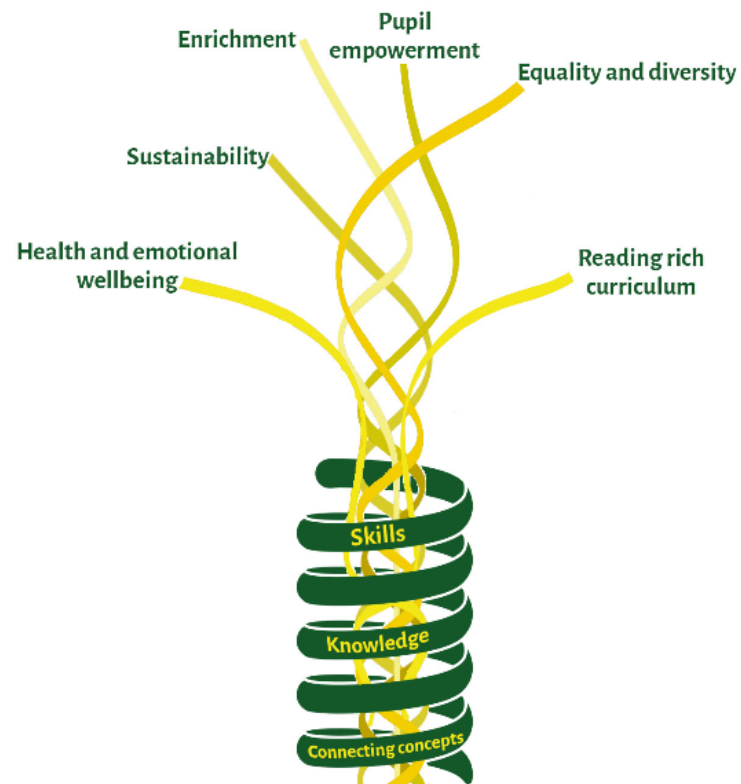


# Design Technology at Kenton Primary School



## Our Golden Threads



## Intent Statement

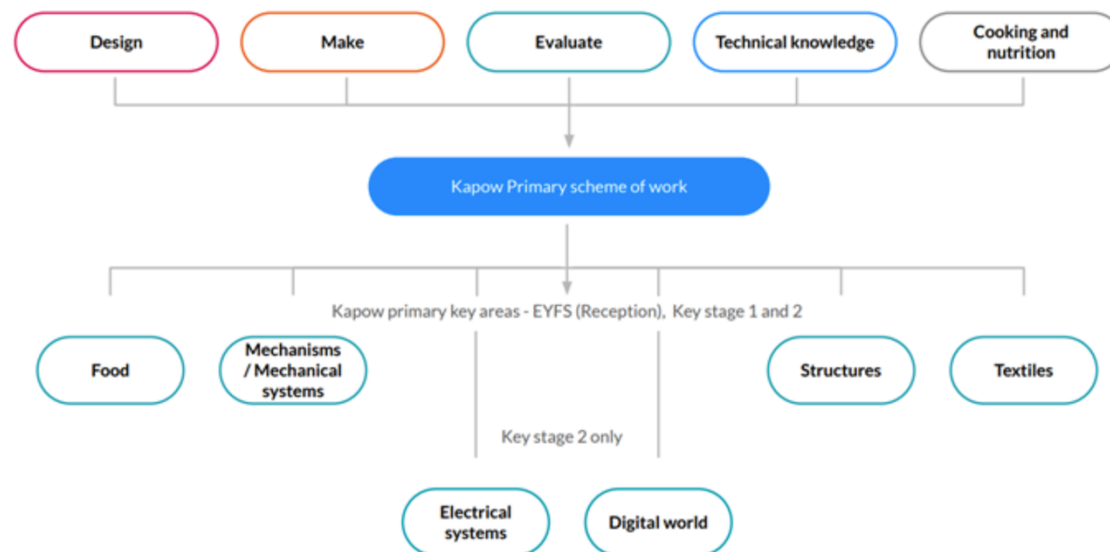
*“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.”*

**Steve Jobs**

At Kenton Primary School, we believe that Design and Technology (D&T) plays a vital role in our curriculum, providing our pupils with the skills, knowledge, and creativity they need to become confident and resourceful individuals. Our intent is to deliver an excellent D&T education that fosters a love for problem-solving, innovation, and critical thinking amongst our learners. We aim to equip our pupils with the necessary skills to apply their theoretical knowledge to real-life situations, preparing them for life beyond the classroom. We want our children to draw on their knowledge from Maths and Science, Computing and Art and pull that knowledge together to create DT project briefs. We want them to be able to take risks and know that mistakes are part of a design and build process. We want children to be resourceful, innovative and enterprising and ultimately use those skills to become a capable citizen who problem solves and takes calculated risks, We have planned our units of work carefully from EYFS to Year 6 on a rolling, mixed Year curriculum to enable children to build on their skills and create end products which they evaluate and present what they’ve produced.

## Implementation Statement

To ensure the successful implementation of our D&T curriculum, we use the Kapow scheme of work which is a carefully planned sequential and progressive curriculum that covers the breadth of skills and knowledge outlined in the National Curriculum. Our Design and Technology curriculum is taught by well-trained teachers who are supported by the DT coordinator and given appropriate CPD where necessary to ensure successful implementation of the curriculum. Links with secondary schools are made where possible to enable staff to confidently plan for progression to KS3.



*This image has been sourced from the Kapow DT long term plan document.*

Our implementation of D&T is underpinned by the following key principles:

### **1. Skills Development**

We deliver D&T experiences that enable our pupils to develop a wide range of practical skills. They learn to select and use appropriate tools and materials, as well as develop accuracy, resilience, and perseverance in their work. They are encouraged to take risks, learn from failure, and develop problem-solving abilities through hands-on activities.

### **2. Design Process**

Our pupils are taught the design process, ensuring they understand the importance of research, planning, making, and evaluating their own projects. We encourage them to think critically and apply their knowledge to generate and refine ideas, keeping in mind the intended purpose and audience of their designs.

### **3. Cross-Curricular Links**

We actively promote cross-curricular links between D&T and other subjects, enabling our pupils to transfer and apply skills from various disciplines. Through these connections, our pupils develop a broader understanding of the world, recognizing the importance of D&T in everyday life and different contexts.

### **4. Creativity and Innovation**

We foster creativity, curiosity, and innovation in D&T by providing opportunities for open-ended design challenges. Our pupils are encouraged to think creatively and explore original solutions, using their imagination to develop products that are both functional and aesthetically appealing.

## **Impact Statement**

Through the implementation of our D&T curriculum, we have witnessed significant impact on learners at our school. The impact can be seen through the following outcomes:

### **1. Increased Engagement and Eagerness to Learn**

Our pupils have shown consistently high levels of engagement in D&T lessons, demonstrating enthusiasm, curiosity, and eagerness to learn. They actively participate in practical activities, share ideas, collaborate with peers, and confidently ask questions. Pupil voice and feedback indicate a genuine enjoyment and interest in D&T.

### **2. Acquisition of Transferable Skills**

Pupils are acquiring and developing a wide range of transferable skills such as problem-solving, critical thinking, creativity, resilience, and communication. These skills are not only evident in D&T lessons but also in other areas of the curriculum, promoting holistic development and supporting lifelong learning.

### **3. Progress and Attainment**

Our pupils consistently make strong progress and attain high levels of achievement in D&T. They can apply their theoretical understanding to real-life situations, demonstrating high levels of competence in designing, making, and evaluating functional products. Assessment data is carefully tracked to provide formative judgements, gaps in children's knowledge and skills are identified early and targeted through adaptive teaching to ensure good progress for all.

### **4. Increased Aspirations and Career Awareness**

Our D&T provision has contributed to pupils' awareness of a wide range of careers that utilize design and technological skills. Pupils are motivated to pursue further study or careers in STEM-related fields, showing increased aspirations and understanding of the real-world applications of D&T.

### **5. Cultural Understanding and Appreciation**

Through cross-curricular links in D&T, our pupils develop an appreciation and understanding of cultural diversity. They explore the cultural significance of design and technology throughout history and across different societies, fostering respect and tolerance for diverse perspectives.

Through our well-planned curriculum, strong teaching strategies, and focus on individual progression, we ensure that our pupils receive an outstanding education in D&T, preparing them for a future in a technologically advanced and design-conscious world.

## Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for 2 Pupil Premium funding and those with SEND

As with all subjects in the curriculum every child has the right to an ambitious and progressive curriculum. Any barriers that might arise need to be addressed in order for the child to achieve their full potential in Design and Technology. Due to the progressive nature of the Knowledge, Skills and Understanding from EYFS to Year 5/6 there is a clear framework in which to support the child by developing their learning to an appropriate level for their specific and individual needs. Design and Technology can provide a practical method of communication which also supports children in this field. We aim to provide essential knowledge, experiences, and opportunities to all children, particularly the most disadvantaged, as part of developing cultural capital to prepare them for future success. While teaching Design and Technology, teachers will prioritise familiar powerful strategies, like scaffolding and explicit instructions, to support pupils with SEND. This means understanding the needs of specific pupils and weaving specific approaches into every day, high quality classroom teaching- being inclusive by design not as an afterthought.

Our D&T curriculum is designed to cater for the needs of all learners, regardless of their abilities. We provide a range of practical and theoretical experiences that are accessible to all, and we adapt teaching strategies to meet the diverse needs of our pupils. We ensure that pupils are appropriately challenged and supported, enabling them to make progress and reach their full potential.

# What Design Technology is taught at Kenton?

This is an overview of what the year groups will cover in our 2-year rolling program.

## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year R)	<p><b><u>Creating with materials</u></b> Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings. Kapow unit: seasonal projects</p>		<p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Kapow unit: ] cooking a soup Junk modelling</p>		<p><b><u>ELG Creating with Materials</u></b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>ELG Creating with Materials</u></b> Share their creations, explaining the process they have used.</p> <p><b><u>ELG Creating with Materials</u></b> Make use of props and materials when role playing characters in narratives and stories. Kapow Unit: Bookmarks Boast</p>	
Willow (Year 1/2)	<p><b><u>Mechanisms</u></b> Make a moving monster</p>	<p><b><u>Textiles</u></b> Pouches</p>	<p><b><u>Structures</u></b> Baby Bear's Chair</p>	<p><b><u>Cooking and Nutrition</u></b> Balanced Diet</p>		<p><b><u>Mechanisms Make</u></b> Can you design and make a moving minibeast?</p>

Oak (Year 3/4)	<b><u>Cooking and nutrition</u></b> Adapting a recipe	<b><u>Digital world</u></b> Mindful moments timer	<b><u>Mechanisms</u></b> Make a sling shot car	<b><u>Electrical Systems</u></b> Torches	<b><u>Structures</u></b> Make an Egyptian pyramid. Kapow unit: pavilions	<b><u>Textiles</u></b> fastenings
Chestnut (Year 5/6)	<b><u>Digital world</u></b> Navigating the world	<b><u>Textiles</u></b> Waistcoats	<b><u>Structures</u></b> playgrounds	<b><u>Mechanisms</u></b> Automata toys	<b><u>Cooking and nutrition</u></b> Come dine with me	<b><u>Electrical systems</u></b> Steady hand game

## Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year R)	<p><b><u>Creating with materials</u></b> Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Kapow unit: seasonal projects</p>		<p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Kapow unit: ] cooking a soup</p>	<p><b><u>ELG Creating with Materials</u></b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>ELG Creating with Materials</u></b> Share their creations, explaining the process they have used.</p> <p><b><u>ELG Creating with Materials</u></b> Make use of props and materials when role playing characters in narratives and stories.</p> <p>Kapow Unit: Bookmarks Boats (structure)</p>		

			Junk modelling (structures)			
Cherry (1/2)		<u>Cooking and nutrition</u> Create healthy treats (dog treats) for the pets Smoothies	<u>Structures</u> Constructing a windmill	<u>Textiles</u> Puppets	<u>Mechanisms</u> Wheels and axles- design a vehicle to fight fires.	<u>Mechanisms</u> Make a moving story book
Oak (Year 3/4)	<u>Cooking and nutrition</u> Eating Seasonally	<u>Textiles</u> Cross stitch and applique	<u>Electrical systems</u> Electric poster	<u>Digital world</u> Wearable technology	<u>Mechanisms</u> Pneumatic toys	<u>Structures</u> Design and make a wind and waterproof roundhouse for iron age people. Kapow unit: constructing a castle.
Chestnut (Year 5/6)	<u>Cooking and nutrition</u> Developing a recipe	<u>Electrical Systems</u> Doodlers	<u>Textiles</u> Stuffed toys Design and sew a South American animal bean bag	<u>Mechanisms</u> Making a pop up book	<u>Structures</u> Bridges	<u>Digital world</u> Monitoring devices

## Formative Assessment.

Our pupils consistently make strong progress and attain high levels of achievement in D&T. They can apply their theoretical understanding to real-life situations, demonstrating high levels of competence in designing, making, and evaluating functional products. Assessment data is carefully tracked to provide formative judgements, gaps in children's knowledge and skills are identified early and targeted through adaptive teaching to ensure good progress for all. On-going assessment is tracked on documents linked to the curriculum progression, through questioning, retrieval activities and carefully designed learning reflections, teachers identify children who are not on track and tailor teaching to fill key gaps in knowledge and skills.

## End Points And Expectations.

### **By the end of Key Stage One Aged 7:**

### **By the end of key stage 2**

#### **Design - developing planning and communicating ideas.**

- Using own designs and plans to bring products to fruition.

- ✓ Select from and use a range of tools and equipment to perform practical tasks.
- ✓ Select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics.
- ✓ Build structures exploring how they can be made stronger, stiffer and more stable.
- ✓ Explore and use mechanisms in their products.

- ✓ Select from and use a wider range of tools and equipment to perform practical tasks.
- ✓ Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities.
- ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- ✓ Understand and use mechanical systems in their products.
- ✓ Understand and use electrical systems in their products.

### **By the end of Key Stage One Aged 7:**

### **By the end of key stage 2**

#### **Make – Working with tools, equipment, materials and components to make quality products.**



- Using own designs and plans to bring products to fruition.

- ✓ Select from and use a range of tools and equipment to perform practical tasks.
- ✓ Select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics.
- ✓ Build structures exploring how they can be made stronger, stiffer and more stable.
- ✓ Explore and use mechanisms in their products.

- ✓ Select from and use a wider range of tools and equipment to perform practical tasks.
- ✓ Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities.
- ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- ✓ Understand and use mechanical systems in their products.
- ✓ Understand and use electrical systems in their products.

### **By the end of Key Stage One Aged 7:**

### **By the end of key stage 2**

#### **Evaluate – evaluating processes and products.**

- Critique, evaluate and test their ideas and products and the work of others

- ✓ Explore and evaluate a range of existing products.
- ✓ Evaluate their ideas and products against a design criteria.

- ✓ Investigate and analyse a range of existing products.
- ✓ Evaluate their ideas and products against a design criteria, considering the views of others to improve their work.
- ✓ Understand how key events and individuals in design and technology have helped shape the world.

# Early Years Foundation Stage

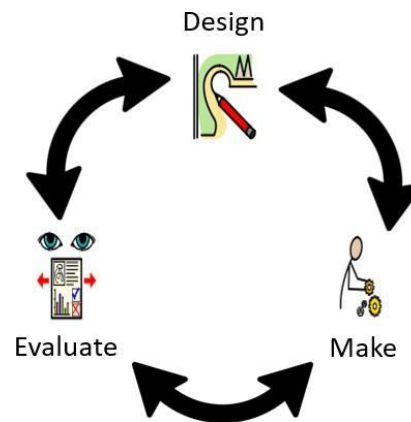
The main areas of learning that support the development of children's Design and Technology knowledge and understanding are drawn from the following areas of the Early Years Foundation Stage; Personal Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design. There are also close links with the Characteristics of Effective Teaching and Learning (CoETL); Playing and Exploring, Active Learning and Creating and Thinking Critically.

## **Knowledge Skills and Understanding Break Down for Expressive Arts and Design.**

### **Foundation Stage**

- Our Design and Technology curriculum enables all children to explore learning behaviors through the Characteristics of Effective Teaching and Learning. They will use these skills in meaningful contexts and be able to apply them in other areas of learning.
- **Playing and Exploring:** children investigate and experience things, and 'have a go'.
- **Active Learning:** children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Children will have the confidence to take risks when tackling new challenges and be curious and creative to solve simple problems practically. They will know and identify similarities and differences in a range of materials. They will know that different technology and tools are used to make different products and can select these appropriately for tasks. They will experiment with colour, design, texture form and function. Children will begin to use simple equipment safely and effectively.
- Children will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Children will share their creations, explaining the process they have used.
- The individual needs, interests and development of each child are used to plan a challenging and rich curriculum.

## Key Concepts in Design and Technology - Design Make Evaluate Model



At Kenton Primary School, we follow the continuous learning model of design, make and evaluate in Design and Technology. All of our teaching, learning and independent or group practice follows this model.

At the beginning of every unit, children are given design criteria of the precise goals that a project must achieve to be successful. Children will begin exploring, assessing, testing and evaluating existing products before moving on to design a product of their own based on the design criteria and their intended user. It is in their designs where children will select what tools, materials and ingredients they intend to use.

Once children are happy with their designs, they will begin to make their product. During the making process, children will begin to think critically and assess their product, the tools they have used and the materials they have selected. In addition, pupils will constantly evaluate whether their design is working or if their design and product needs to be adapted based on their evaluation of their product or dish.

When children have finished making their final product they will make a final evaluation, assessing it against their design criteria, functionality, and aesthetic (KS2). It is instilled in the pupils of Kenton Primary that we are constantly evaluating, adjusting our designs and products to improve them – this makes us successful chefs, inventors and designers.

		EYFS (Reception)	
		Junk modelling	Boats
Skills	Design	<ul style="list-style-type: none"> <li>• Making verbal plans and material choices.</li> <li>• Developing a junk model.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a junk model boat.</li> <li>• Using knowledge from exploration to inform design.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Improving fine motor/scissor skills with a variety of materials.</li> <li>• Joining materials in a variety of ways (temporary and permanent).</li> <li>• Joining different materials together.</li> <li>• Describing their junk model, and how they intend to put it together.</li> </ul>	<ul style="list-style-type: none"> <li>• Making a boat that floats and is waterproof, considering material choices.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>• Checking to see if their model matches their plan.</li> <li>• Considering what they would do differently if they were to do it again.</li> <li>• Describing their favourite and least favourite part of their model.</li> </ul>	<ul style="list-style-type: none"> <li>• Making predictions about, and evaluating different materials to see if they are waterproof.</li> <li>• Making predictions about, and evaluating existing boats to see which floats best.</li> <li>• Testing their design and reflecting on what could have been done differently.</li> <li>• Investigating the how the shapes and structure of a boat affect the way it moves.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> <li>• Making simple suggestions to fix their junk model.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'waterproof' materials are those which do not absorb water.</li> </ul>
	Additional		<ul style="list-style-type: none"> <li>• To know that some objects float and others sink.</li> <li>• To know the different parts of a boat.</li> </ul>

		Year 1/2	
		Cycle A: <u>Constructing a windmill</u>	Cycle B: <u>Baby bear's chair</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria.</li> <li>• Including individual preferences and requirements in a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Generating and communicating ideas using sketching and modelling.</li> <li>• Learning about different types of structures, found in the natural world and in everyday objects.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Making stable structures from card, tape and glue .</li> <li>• Learning how to turn 2D nets into 3D structures.</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill.</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Making a structure according to design criteria.</li> <li>• Creating joints and structures from paper/card and tape.</li> <li>• Building a strong and stiff structure by folding paper.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't</li> <li>• Suggest points for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the features of structures.</li> <li>• Comparing the stability of different shapes.</li> <li>• Testing the strength of own structures.</li> <li>• Identifying the weakest part of a structure.</li> <li>• Evaluating the strength, stiffness and stability of own structure.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).</li> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• To begin to understand that different structures are used for different purposes.</li> <li>• To know that a structure is something that has been made and put together.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that shapes and structures with wide, flat bases or legs are the most stable.</li> <li>• To understand that the shape of a structure affects its strength.</li> <li>• To know that materials can be manipulated to improve strength and stiffness.</li> <li>• To know that a structure is something which has been formed or made from parts.</li> <li>• To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</li> <li>• To know that a 'strong' structure is one which does not break easily.</li> <li>• To know that a 'stiff' structure or material is one which does not bend easily.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To know that a client is the person I am designing for.</li> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants.</li> <li>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.</li> <li>• To know that windmill turbines use wind to turn and make the machines inside work.</li> <li>• To know that a windmill is a structure with sails that are moved by the wind.</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that natural structures are those found in nature.</li> <li>• To know that man-made structures are those made by people.</li> </ul>

		Year 3/4	
		Cycle A: <b>Constructing a castle</b>	Cycle B: <b>Pavilions</b>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/purpose.</li> <li>• Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.</li> <li>• Designing and/or decorating a castle tower on CAD software.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</li> <li>• Building frame structures designed to support weight.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Constructing a range of 3D geometric shapes using nets .</li> <li>• Creating special features for individual designs.</li> <li>• Making facades from a range of recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a range of different shaped frame structures.</li> <li>• Making a variety of free standing frame structures of different shapes and sizes.</li> <li>• Selecting appropriate materials to build a strong structure and cladding.</li> <li>• Reinforcing corners to strengthen a structure.</li> <li>• Creating a design in accordance with a plan.</li> <li>• Learning to create different textural effects with materials.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</li> <li>• Suggesting points for modification of the individual designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating structures made by the class.</li> <li>• Describing what characteristics of a design and construction made it the most effective.</li> <li>• Considering effective and ineffective designs.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand that wide and flat based objects are more stable.</li> <li>• To understand the importance of strength and stiffness in structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a frame structure is</li> <li>• To know that a 'free-standing' structure is one which can stand on its own</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.</li> <li>• To know that a façade is the front of a structure.</li> <li>• To understand that a castle needed to be strong and stable to withstand enemy attack.</li> <li>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.</li> <li>• To know that a design specification is a list of success criteria for a product.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a pavilion is a a decorative building or structure for leisure activities.</li> <li>• To know that cladding can be applied to structures for different effects.</li> <li>• To know that aesthetics are how a product looks.</li> <li>• To know that a product's function means its purpose.</li> <li>• To understand that the target audience means the person or group of people a product is designed for.</li> <li>• To know that architects consider light, shadow and patterns when designing.</li> </ul>

		Year 5/6	
		Cycle A: <b>Bridges</b>	Cycle B: <b>Playgrounds</b>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a stable structure that is able to support weight.</li> <li>• Creating a frame structure with a focus on triangulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Making a range of different shaped beam bridges.</li> <li>• Using triangles to create truss bridges that span a given distance and support a load.</li> <li>• Building a wooden bridge structure.</li> <li>• Independently measuring and marking wood accurately.</li> <li>• Selecting appropriate tools and equipment for particular tasks.</li> <li>• Using the correct techniques to saws safely.</li> <li>• Identifying where a structure needs reinforcement and using card corners for support.</li> <li>• Explaining why selecting appropriating materials is an important part of the design process.</li> <li>• Understanding basic wood functional properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</li> <li>• Measuring, marking and cutting wood to create a range of structures.</li> <li>• Using a range of materials to reinforce and add decoration to structures.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.</li> <li>• Suggesting points for improvements for own bridges and those designed by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving a design plan based on peer evaluation.</li> <li>• Testing and adapting a design to improve it as it is developed.</li> <li>• Identifying what makes a successful structure.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand some different ways to reinforce structures.</li> <li>• To understand how triangles can be used to reinforce bridges.</li> <li>• To know that properties are words that describe the form and function of materials.</li> <li>• To understand why material selection is important based on properties.</li> <li>• To understand the material (functional and aesthetic) properties of wood.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that structures can be strengthened by manipulating materials and shapes.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To understand the difference between arch, beam, truss and suspension bridges.</li> <li>• To understand how to carry and use a saw safely.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a 'footprint plan' is.</li> <li>• To understand that in the real world, design, can impact users in positive and negative ways.</li> <li>• To know that a prototype is a cheap model to test a design idea.</li> </ul>



		Year 1/2 cycle A		Year 1/2 cycle B	
		<u>Making a moving storybook</u>	<u>Wheels and axles</u>	<u>Making a moving monster</u>	<u>Fairground wheel</u>
Skills	Design	<ul style="list-style-type: none"> <li>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</li> <li>Designing a moving story book for a given audience.</li> </ul>	<ul style="list-style-type: none"> <li>Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.</li> <li>Creating clearly labelled drawings that illustrate movement.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting a suitable linkage system to produce the desired motion.</li> <li>Designing a wheel.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a class design criteria for a moving monster.</li> <li>Designing a moving monster for a specific audience in accordance with a design criteria.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>Following a design to create moving models that use levers and sliders.</li> </ul>	<ul style="list-style-type: none"> <li>Adapting mechanisms, when:                             <ul style="list-style-type: none"> <li>they do not work as they should.</li> <li>to fit their vehicle design.</li> <li>to improve how they work after testing their vehicle.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Selecting materials according to their characteristics.</li> <li>Following a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>Making linkages using card for levers and split pins for pivots.</li> <li>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.</li> <li>Cutting and assembling components neatly.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</li> <li>Reviewing the success of a product by testing it with its intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating different designs.</li> <li>Testing and adapting a design.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating own designs against design criteria.</li> <li>Using peer feedback to modify a final design.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>To know that a mechanism is the parts of an object that move together.</li> <li>To know that a slider mechanism moves an object from side to side.</li> <li>To know that a slider mechanism has a slider, slots, guides and an object.</li> <li>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</li> </ul>	<ul style="list-style-type: none"> <li>To know that wheels need to be round to rotate and move.</li> <li>To understand that for a wheel to move it must be attached to a rotating axle.</li> <li>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</li> <li>To know that the frame of a vehicle (chassis) needs to be balanced.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different materials have different properties and are therefore suitable for different uses.</li> </ul>	<ul style="list-style-type: none"> <li>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</li> <li>To know that there is always an input and output in a mechanism.</li> <li>To know that an input is the energy that is used to start something working.</li> <li>To know that an output is the movement that happens as a result of the input.</li> <li>To know that a lever is something that turns on a pivot.</li> <li>To know that a linkage mechanism is made up of a series of levers.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>To know that in Design and technology we call a plan a 'design'.</li> </ul>	<ul style="list-style-type: none"> <li>To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.</li> <li>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</li> </ul>	<ul style="list-style-type: none"> <li>To know some real-life objects that contain mechanisms.</li> </ul>



		Year 3/4	
		Cycle A: <u>Pneumatic toys</u>	Cycle B: <u>Making a slingshot car</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system.</li> <li>• Developing design criteria from a design brief.</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams.</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance.</li> <li>• Drawing a net to create a structure from.</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance.</li> <li>• Personalising a design.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Creating a pneumatic system to create a desired motion.</li> <li>• Building secure housing for a pneumatic system.</li> <li>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</li> <li>• Selecting materials due to their functional and aesthetic characteristics.</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding and weaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring, marking, cutting and assembling with increasing accuracy.</li> <li>• Making a model based on a chosen design.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Using the views of others to improve designs.</li> <li>• Testing and modifying the outcome, suggesting improvements.</li> <li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand how pneumatic systems work.</li> <li>• To understand that pneumatic systems can be used as part of a mechanism.</li> <li>• To know that pneumatic systems operate by drawing in, releasing and compressing air.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that all moving things have kinetic energy.</li> <li>• To understand that kinetic energy is the energy that something (object/person) has by being in motion.</li> <li>• To know that air resistance is the level of drag on an object as it is forced through the air.</li> <li>• To understand that the shape of a moving object will affect how it moves due to air resistance..</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas.</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together.</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that products change and evolve over time.</li> <li>• To know that aesthetics means how an object or product looks in design and technology.</li> <li>• To know that a template is a stencil you can use to help you draw the same shape accurately.</li> <li>• To know that a birds-eye view means a view from a high angle (as if a bird in flight).</li> <li>• To know that graphics are images which are designed to explain or advertise something.</li> <li>• To know that it is important to assess and evaluate design ideas and models against a list of design criteria.</li> </ul>

		Year 5/6	
		Cycle A: <u>Making a pop up book</u>	Cycle B: <u>Automata toys</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a pop-up book which uses a mixture of structures and mechanisms.</li> <li>• Naming each mechanism, input and output accurately.</li> <li>• Storyboarding ideas for a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.</li> <li>• Understanding how linkages change the direction of a force.</li> <li>• Making things move at the same time.</li> <li>• Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following a design brief to make a pop up book, neatly and with focus on accuracy.</li> <li>• Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</li> <li>• Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring, marking and checking the accuracy of the jelutong and dowel pieces required.</li> <li>• Measuring, marking and cutting components accurately using a ruler and scissors.</li> <li>• Assembling components accurately to make a stable frame.</li> <li>• Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.</li> <li>• Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work.</li> <li>• Suggesting points for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work.</li> <li>• Applying points of improvement to their toys.</li> <li>• Describing changes they would make/do if they were to do the project again.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To know that mechanisms control movement.</li> <li>• To understand that mechanisms can be used to change one kind of motion into another.</li> <li>• To understand how to use sliders, pivots and folds to create paper-based mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that the mechanism in an automata uses a system of cams, axles and followers.</li> <li>• To understand that different shaped cams produce different outputs.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To know that a design brief is a description of what I am going to design and make.</li> <li>• To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an automata is a hand powered mechanical toy.</li> <li>• To know that a cross-sectional diagram shows the inner workings of a product.</li> <li>• To understand how to use a bench hook and saw safely.</li> <li>• To know that a set square can be used to help mark 90° angles.</li> </ul>

Year 3/4

Cycle B: Electric poster

Cycle B: Torches

		Cycle B: <u>Electric poster</u>	Cycle B: <u>Torches</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Carry out research based on a given topic (e.g. The Romans) to develop a range of initial ideas.</li> <li>• Generate a final design for the electric poster with consideration to the client's needs and design criteria.</li> <li>• Design an electric poster that fits the requirements of a given brief.</li> <li>• Plan the positioning of the bulb (circuit component) and its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Create a final design for the electric poster.</li> <li>• Mount the poster onto corrugated card to improve its strength and allow it to withstand the weight of the circuit on the rear.</li> <li>• Measure and mark materials out using a template or ruler.</li> <li>• Fit an electrical component (bulb).</li> <li>• Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge).</li> </ul>	<ul style="list-style-type: none"> <li>• Making a torch with a working electrical circuit and switch.</li> <li>• Using appropriate equipment to cut and attach materials.</li> <li>• Assembling a torch according to the design and success criteria.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Learning to give and accept constructive criticism on own work and the work of others.</li> <li>• Testing the success of initial ideas against the design criteria and justifying opinions.</li> <li>• Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating electrical products.</li> <li>• Testing and evaluating the success of a final product.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.</li> <li>• To understand common features of an electric product (switch, battery or plug, dials, buttons etc.).</li> <li>• To list examples of common electric products (kettle, remote control etc.).</li> <li>• To understand that an electric product uses an electrical system to work (function).</li> <li>• To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that electrical conductors are materials which electricity can pass through.</li> <li>• To understand that electrical insulators are materials which electricity cannot pass through.</li> <li>• To know that a battery contains stored electricity that can be used to power products.</li> <li>• To know that an electrical circuit must be complete for electricity to flow.</li> <li>• To know that a switch can be used to complete and break an electrical circuit.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To understand the importance and purpose of information design.</li> <li>• To understand how material choices (such as mounting paper to corrugated card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached).</li> </ul>	<ul style="list-style-type: none"> <li>• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.</li> <li>• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.</li> </ul>

		Year 5/6	
		Cycle A: <b>Doodlers</b>	Cycle B: <b>Steady hand game</b>
Skills	Design	<ul style="list-style-type: none"> <li>Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.</li> <li>Developing design criteria based on findings from investigating existing products.</li> <li>Developing design criteria that clarifies the target user.</li> </ul>	<ul style="list-style-type: none"> <li>Designing a steady hand game - identifying and naming the components required.</li> <li>Drawing a design from three different perspectives.</li> <li>Generating ideas through sketching and discussion.</li> <li>Modelling ideas through prototypes.</li> <li>Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>Altering a product's form and function by tinkering with its configuration.</li> <li>Making a functional series circuit, incorporating a motor.</li> <li>Constructing a product with consideration for the design criteria.</li> <li>Breaking down the construction process into steps so that others can make the product.</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a stable base for a game.</li> <li>Accurately cutting, folding and assembling a net.</li> <li>Decorating the base of the game to a high quality finish.</li> <li>Making and testing a circuit.</li> <li>Incorporating a circuit into a base.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.</li> <li>Determining which parts of a product affect its function and which parts affect its form.</li> <li>Analysing whether changes in configuration positively or negatively affect an existing product.</li> <li>Peer evaluating a set of instructions to build a product.</li> </ul>	<ul style="list-style-type: none"> <li>Testing own and others finished games, identifying what went well and making suggestions for improvement.</li> <li>Gathering images and information about existing children's toys.</li> <li>Analysing a selection of existing children's toys.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>To know that series circuits only have one direction for the electricity to flow.</li> <li>To know when there is a break in a series circuit, all components turn off.</li> <li>To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</li> <li>To know a motorised product is one which uses a motor to function.</li> </ul>	<ul style="list-style-type: none"> <li>To know that batteries contain acid, which can be dangerous if they leak.</li> <li>To know the names of the components in a basic series circuit, including a buzzer.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>To know that product analysis is critiquing the strengths and weaknesses of a product.</li> <li>To know that 'configuration' means how the parts of a product are arranged.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'form' means the shape and appearance of an object.</li> <li>To know the difference between 'form' and 'function'.</li> <li>To understand that 'fit for purpose' means that a product works how it should and is easy to use.</li> <li>To know that form over purpose means that a product looks good but does not work very well.</li> <li>To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.</li> <li>To understand the diagram perspectives 'top view', 'side view' and 'back'.</li> </ul>

		EYFS (Reception)	Year 1/2	
		<u>Soup</u>	Cycle A: <u>Smoothies</u>	Cycle B: <u>Balanced diet</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a soup recipe as a class.</li> <li>• Designing soup packaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing three wrap ideas based on a food combination which work well together.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Chopping plasticine safely.</li> <li>• Chopping vegetables with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> <li>• Juicing fruits safely to make a smoothie.</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping foods safely to make a wrap.</li> <li>• Constructing a wrap that meets a design brief.</li> <li>• Grating foods to make a wrap.</li> <li>• Snipping smaller foods instead of cutting.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Tasting the soup and giving opinions.</li> <li>• Describing some of the following when tasting food: look, feel, smell and taste.</li> <li>• Choosing their favourite packaging design and explaining why.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations.</li> <li>• Describing appearance, smell and taste.</li> <li>• Suggesting information to be included on packaging.</li> <li>• Comparing their own smoothie with someone else's.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the taste, texture and smell of fruit and vegetables.</li> <li>• Taste testing food combinations and final products.</li> <li>• Describing the information that should be included on a label.</li> <li>• Evaluating food by giving a score.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that soup is ingredients (usually vegetables and liquid) blended together.</li> <li>• To know that vegetables are grown.</li> <li>• To recognise and name some common vegetables.</li> <li>• To know that different vegetables taste different.</li> <li>• To know that eating vegetables is good for us.</li> <li>• To discuss why different packages might be used for different foods.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>• To know that a fruit has seeds.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> <li>• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>• To understand what makes a balanced diet.</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</li> <li>• To know that 'ingredients' means the items in a mixture or recipe.</li> </ul>



		Year 3/4	
		Cycle A: <b>Eating seasonally</b>	Cycle B: <b>Adapting a recipe</b>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a recipe for a savoury tart.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following the instructions within a recipe.</li> <li>• Tasting seasonal ingredients.</li> <li>• Selecting seasonal ingredients.</li> <li>• Peeling ingredients safely.</li> <li>• Cutting safely with a vegetable knife.</li> </ul>	<ul style="list-style-type: none"> <li>• Following a baking recipe, including the preparation of ingredients.</li> <li>• Cooking safely, following basic hygiene rules.</li> <li>• Adapting a recipe to meet the requirements of a target audience.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes.</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</li> <li>• Suggesting points for improvement when making a seasonal tart.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and appearance.</li> <li>• Describing the impact of the budget on the selection of ingredients.</li> <li>• Evaluating and comparing a range of food products.</li> <li>• Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that not all fruits and vegetables can be grown in the UK.</li> <li>• To know that climate affects food growth.</li> <li>• To know that vegetables and fruit grow in certain seasons.</li> <li>• To know that cooking instructions are known as a 'recipe'.</li> <li>• To know that imported food is food which has been brought into the country.</li> <li>• To know that exported food is food which has been sent to another country..</li> <li>• To know that eating seasonal foods can have a positive impact on the environment.</li> <li>• To know that similar coloured fruits and vegetables often have similar nutritional benefits.</li> <li>• To know that the appearance of food is as important as taste.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity'.</li> <li>• To know that safety and hygiene are important when cooking.</li> <li>• To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits.</li> <li>• To know that products often have a target audience.</li> </ul>

Year 5/6

Cycle A: Developing a recipe

Cycle B: Come dine with me

Skills

Design

- Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.
- Writing an amended method for a recipe to incorporate the relevant changes to ingredients.
- Designing appealing packaging to reflect a recipe.
- Researching existing recipes to inform ingredient choices.

- Writing a recipe, explaining the key steps, method and ingredients.
- Including facts and drawings from research undertaken.

Make

- Cutting and preparing vegetables safely.
- Using equipment safely, including knives, hot pans and hobs.
- Knowing how to avoid cross-contamination.
- Following a step by step method carefully to make a recipe.

- Following a recipe, including using the correct quantities of each ingredient.
- Adapting a recipe based on research.
- Working to a given timescale.
- Working safely and hygienically with independence.

Evaluate

- Identifying the nutritional differences between different products and recipes.
- Identifying and describing healthy benefits of food groups.

- Evaluating a recipe, considering: taste, smell, texture and origin of the food group.
- Taste testing and scoring final products.
- Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.
- Evaluating health and safety in production to minimise cross contamination.

Knowledge

- To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed.
- To know that recipes can be adapted to suit nutritional needs and dietary requirements.
- To know that I can use a nutritional calculator to see how healthy a food option is.
- To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.
- To know that coloured chopping boards can prevent cross-contamination.
- To know that nutritional information is found on food packaging.
- To know that food packaging serves many purposes.

- To know that 'flavour' is how a food or drink tastes.
- To know that many countries have 'national dishes' which are recipes associated with that country.
- To know that 'processed food' means food that has been put through multiple changes in a factory.
- To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.
- To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

		EYFS: Reception	Year 1/2	
		<u>Bookmarks</u>	Cycle A: <u>Puppets</u>	Cycle B: <u>Pouches</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Discussing what a good design needs.</li> <li>• Designing a simple pattern with paper.</li> <li>• Designing a bookmark.</li> <li>• Choosing from available materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a pouch.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Developing fine motor/cutting skills with scissors.</li> <li>• Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> <li>• Using a prepared needle and wool to practise threading.</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing the steps taken during construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and cutting fabrics for sewing.</li> <li>• Decorating a pouch using fabric glue or running stitch.</li> <li>• Threading a needle.</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</li> <li>• Neatly pinning and cutting fabric using a template.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Reflecting on a finished product and comparing to their design.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshooting scenarios posed by the teacher.</li> <li>• Evaluating the quality of the stitching on others' work.</li> <li>• Discussing as a class the success of their stitching against the success criteria.</li> <li>• Identifying aspects of their peers' work that they particularly like and explaining why.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that a design is a way of planning our idea before we start.</li> <li>• To know that threading is putting one material through an object.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together.</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• To know that drawing a design idea is useful to see how an idea will look.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that sewing is a method of joining fabric.</li> <li>• To know that different stitches can be used when sewing.</li> <li>• To understand the importance of tying a knot after sewing the final stitch.</li> <li>• To know that a thimble can be used to protect my fingers when sewing.</li> </ul>



		Year 3/4	
		Cycle A: Cross-stitch and appliqué <u>Cushions</u> or <u>Egyptian collars</u>	Cycle B: <u>Fastenings</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing and making a template from an existing cushion and applying individual design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing design criteria for a product, articulating decisions made.</li> <li>• Designing a personalised book sleeve.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following design criteria to create a cushion or Egyptian collar.</li> <li>• Selecting and cutting fabrics with ease using fabric scissors.</li> <li>• Threading needles with greater independence.</li> <li>• Tying knots with greater independence.</li> <li>• Sewing cross stitch to join fabric.</li> <li>• Decorating fabric using appliqué.</li> <li>• Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).</li> </ul>	<ul style="list-style-type: none"> <li>• Making and testing a paper template with accuracy and in keeping with the design criteria.</li> <li>• Measuring, marking and cutting fabric using a paper template.</li> <li>• Selecting a stitch style to join fabric.</li> <li>• Working neatly by sewing small, straight stitches.</li> <li>• Incorporating a fastening to a design.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Evaluating an end product and thinking of other ways in which to create similar items.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end product against the original design criteria.</li> <li>• Deciding how many of the criteria should be met for the product to be considered successful.</li> <li>• Suggesting modifications for improvement.</li> <li>• Articulating the advantages and disadvantages of different fastening types.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</li> <li>• To know that when two edges of fabric have been joined together it is called a seam.</li> <li>• To know that it is important to leave space on the fabric for the seam.</li> <li>• To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro.</li> <li>• To know that different fastening types are useful for different purposes.</li> <li>• To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.</li> </ul>

		Year 5/6	
		Cycle A: <u>Stuffed toys</u>	Cycle B: <u>Waistcoats</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a stuffed toy, considering the main component shapes required and creating an appropriate template.</li> <li>• Considering the proportions of individual components.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a waistcoat in accordance to a specification linked to set of design criteria.</li> <li>• Annotating designs, to explain their decisions.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Creating a 3D stuffed toy from a 2D design.</li> <li>• Measuring, marking and cutting fabric accurately and independently .</li> <li>• Creating strong and secure blanket stitches when joining fabric.</li> <li>• Threading needles independently.</li> <li>• Using appliqué to attach pieces of fabric decoration.</li> <li>• Sewing blanket stitch to join fabric.</li> <li>• Applying blanket stitch so the spaces between the stitches are even and regular.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a template when cutting fabric to ensure they achieve the correct shape.</li> <li>• Using pins effectively to secure a template to fabric without creases or bulges.</li> <li>• Marking and cutting fabric accurately, in accordance with their design.</li> <li>• Sewing a strong running stitch, making small, neat stitches and following the edge.</li> <li>• Tying strong knots.</li> <li>• Decorating a waistcoat, attaching features (such as appliqué) using thread.</li> <li>• Finishing the waistcoat with a secure fastening (such as buttons).</li> <li>• Learning different decorative stitches.</li> <li>• Sewing accurately with evenly spaced, neat stitches.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Testing and evaluating an end product and giving point for further improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on their work continually throughout the design, make and evaluate process.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</li> <li>• To understand that it is easier to finish simpler designs to a high standard.</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body.</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that it is important to design clothing with the client/ target customer in mind.</li> <li>• To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</li> <li>• To understand the importance of consistently sized stitches.</li> </ul>

Year 3/4


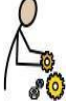

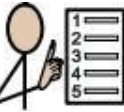
Cycle A: **Wearable technology**

Cycle B: **Mindful moments timer**

		Cycle A: <b>Wearable technology</b>	Cycle B: <b>Mindful moments timer</b>
Skills	Design	<ul style="list-style-type: none"> <li>• Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas.</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</li> <li>• Developing design ideas through annotated sketches to create a product concept.</li> <li>• Developing design criteria to respond to a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing design criteria for a programmed timer (micro:bit).</li> <li>• Exploring different mindfulness strategies.</li> <li>• Applying the results of my research to further inform my design criteria.</li> <li>• Developing a prototype case for my mindful moment timer.</li> <li>• Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.</li> <li>• Following a list of design requirements.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following a list of design requirements.</li> <li>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a prototype case for my mindful moment timer.</li> <li>• Creating 3D structures using modelling materials.</li> <li>• Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Analysing and evaluating wearable technology.</li> <li>• Using feedback from peers to improve design.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.</li> <li>• Evaluating my micro:bit program against points on my design criteria and amending them to include any changes I made.</li> <li>• Documenting and evaluating my project.</li> <li>• Understanding what a logo is and why they are important in the world of design and business.</li> <li>• Testing my program for bugs (errors in the code).</li> <li>• Finding and fixing the bugs (debug) in my code.</li> <li>• Using an exhibition to gather feedback.</li> <li>• Gathering feedback from the user to make suggested improvements to a product.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</li> <li>• To know that a micro:bit is a pocket-sized, codeable computer.</li> <li>• To know that a simulator is able to replicate the functions of an existing piece of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what variables are in programming.</li> <li>• To know some of the features of a micro:bit.</li> <li>• To know that an algorithm is a set of instructions to be followed by the computer.</li> <li>• To know that it is important to check my code for errors (bugs).</li> <li>• To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result.</li> <li>• To understand what is meant by 'point of sale display'.</li> <li>• To know that CAD stands for 'Computer-aided design'.</li> <li>• To know what a focus group is by taking part in one.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the terms 'ergonomic' and 'aesthetic'.</li> <li>• To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.</li> <li>• To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users.</li> </ul>

		Year 5/6	
		Cycle A: <u>Monitoring devices</u>	Cycle B: <u>Navigating the world</u>
Skills	Design	<ul style="list-style-type: none"> <li>• Researching (books, internet) for a particular (user's) animal's needs.</li> <li>• Developing design criteria based on research.</li> <li>• Generating multiple housing ideas using building bricks.</li> <li>• Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.</li> <li>• Placing and manoeuvring 3D objects, using CAD.</li> <li>• Changing the properties of, or combining one or more 3D objects, using CAD.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a design brief from information submitted by a client.</li> <li>• Developing design criteria to fulfil the client's request.</li> <li>• Considering and suggesting additional functions for my navigation tool.</li> <li>• Developing a product idea through annotated sketches.</li> <li>• Placing and manoeuvring 3D objects, using CAD.</li> <li>• Changing the properties of, or combining one or more 3D objects, using CAD.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Understanding the functional and aesthetic properties of plastics.</li> <li>• Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).</li> <li>• Explaining material choices and why they were chosen as part of a product concept.</li> <li>• Programming an N,E, S, W cardinal compass.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Stating an event or fact from the last 100 years of plastic history.</li> <li>• Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.</li> <li>• Explaining key functions in my program (audible alert, visuals).</li> <li>• Explaining how my product would be useful for an animal carer including programmed features.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</li> <li>• Developing an awareness of sustainable design.</li> <li>• Identifying key industries that utilise 3D CAD modelling and explaining why.</li> <li>• Describing how the product concept fits the client's request and how it will benefit the customers.</li> <li>• Explaining the key functions in my program, including any additions.</li> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</li> <li>• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.</li> <li>• Demonstrating a functional program as part of a product concept pitch.</li> </ul>
Knowledge	Technical	<ul style="list-style-type: none"> <li>• To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.</li> <li>• To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.</li> <li>• To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that accelerometers can detect movement.</li> <li>• To understand that sensors can be useful in products as they mean the product can function without human input.</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• To understand key developments in thermometer history.</li> <li>• To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future.</li> <li>• To know the 6Rs of sustainability.</li> <li>• To understand what a virtual model is and the pros and cons of traditional vs CAD modelling.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.</li> <li>• To know that 'multifunctional' means an object or product has more than one function.</li> <li>• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.</li> </ul>

# Key Concepts for Design Technology Explained

Design	Design is developing, planning and communicating ideas about what you intend to make.
	
Make	Make is to work with tools, equipment, materials, ingredients, and components to make quality products and dishes.
	
Evaluate	Evaluate means to reflect on ideas and products against the design criteria.
	
Design Criteria	The specific and concise requirements that a product must meet in order to be successful.
	This is used to evaluate the final product.