

Year 1	
Autumn Term	
<b>Focus:</b>	Structures - Kites – Link to History - Toys
<b>Design Brief:</b>	Can you make a better kite for Bear and Mole?
<b>Key knowledge:</b>	<p><b>Structure:</b> is an object made of several parts.</p> <p><b>Join:</b> to connect or link parts together</p> <p><b>Stick:</b> how will the product stay together using glue, string, thread, Sellotape</p> <p><b>Stronger:</b> to make something to withstand force and not break.</p> <p><b>Stiffer:</b> not easily bent.</p> <p><b>Framework:</b> essential supporting structure.</p>
<b>Key Skills:</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Look at existing kites – what would be the best materials to use?</li> <li>• Design an idea.</li> <li>• Communicate their design with others through drawing and talk.</li> <li>• Select appropriate resources.</li> <li>• Compare their own design with others in the class.</li> <li>• Identify strengths and areas of development.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Use their design to select the appropriate tools.</li> <li>• Create their design using chosen tools and resources.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Revisit the design and compare the product to the design</li> <li>• Discussing good points and what they would do differently next time.</li> </ul>
<b>DT Vocabulary and Terminology:</b>	Design, planning, make, evaluate, structure, join, stick, strong and stiff, product.
<p><b>Ongoing evaluation highlighted in yellow.</b></p> <p><b>Must use</b></p> <p><b>Could use</b></p>	

Year 2	
Autumn Term	
<b>Focus:</b>	Food – Bread – History Link - Great Fire of London
<b>Design Brief:</b>	The Bakery is open again – how can we get people to come back to Pudding Lane Bakery?
<b>Key Knowledge:</b>	<p><b>Hygiene:</b> keeping hand and surfaces clean</p> <p><b>Safety:</b> being aware of possible hazards when using certain equipment (e.g., knives)</p> <p><b>Ingredients:</b> the food that will be required to create a product</p> <p><b>Recipe:</b> how follow instructions to prepare the product.</p> <p><b>Kneading:</b> work the dough with your hands to correct consistency</p> <p><b>Proving:</b> the time the dough needs to rest before baking (yeast needed to ensure the dough rises)</p>
<b>Key Skills:</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Research types of bread and then try them.</li> <li>• Give opinions on different bread tasted, giving reasons why?</li> <li>• Agree on a class recipe and why have we decided this.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Weigh out and use the right ingredient.</li> <li>• Follow the recipe.</li> <li>• Know about food hygiene.</li> </ul> <p><b>Evaluate</b></p> <p>Tasting – assess the design against the criteria used and did any changes need to be made?</p>
<b>DT Vocabulary and Terminology:</b>	Planning, design, make, evaluate, investigating, user, purpose, ideas, criteria, and function.
<p><b>Ongoing evaluation highlighted in yellow.</b></p> <p><b>Must use</b></p> <p><b>Could use</b></p>	

Year 3	
Autumn Term	
<b>Focus:</b>	Food - Healthy Pizza – Science Link – Animals Including Humans
<b>Design Brief:</b>	Can we design a pizza for a balanced diet?
<b>Key Knowledge:</b>	<p><b>Hygiene:</b> keeping hands and surfaces clean and knowing that you need to prepare your food preparation area.</p> <p><b>Healthy diet:</b> what you need to provide energy for a healthy body. Balanced diet food groups, needing food from each group and having an appropriate amount.</p> <p><b>Preference:</b> not everyone likes the same thing – what do you prefer and why?</p> <p><b>Seasonal:</b> why is grown at this time of year? What is available at this time of the year?</p> <p><b>Harvested:</b> When are crops ripe and ready to pick from the farm?</p>
<b>Key Skills:</b>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Research healthy food and product research pizzas- toppings and fillings</li> <li>• Design a realistic pizza, using items that blend and work together.</li> <li>• Compare design to other products that are on sale and are they healthier – how have healthier choices been made?</li> <li>• Identify strengths and areas of development.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Create their pizza using appropriate tools.</li> <li>• Order and follow the main stages of the process including hygiene rules.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Tasting – what would you change and why?</li> <li>• Does your pizza make your design brief?</li> </ul>
<b>DT Vocabulary and Terminology:</b>	Planning, design, make, evaluate, investigating, user, purpose, ideas, criteria, and function.
<p><b>Ongoing evaluation highlighted in yellow.</b></p> <p><b>Must use</b></p> <p><b>Could use</b></p>	

Year 4	
Autumn Term	
<b>Focus:</b>	Textiles – Joining Fabric – Pencil Cases
<b>Design Brief:</b>	Can we make a pencil case to fit your school equipment?
<b>Key Knowledge:</b>	<p><b>Functionality</b> – Can a product be used for its intended purpose?</p> <p><b>Joining</b> – The way in which two pieces of fabric have been placed together.</p> <p><b>Stitching</b> – a sewing technique to join fabric together.</p> <p><b>Seam</b> – a line where two materials are stitched together.</p> <p><b>Template</b> – a piece of material used to show the shape of the product.</p> <p><b>Seam allowance</b> – area between edge of materials and seam.</p> <p><b>Fastening</b> – a device to make the produce close.</p>
<b>Key Skills:</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Describe the purpose of a pencil case</li> <li>• Look at existing pencil cases</li> <li>• Identify strengths and weaknesses. What makes an effective pencil case? Is it long/wide enough?</li> <li>• Market research of consumer needs</li> <li>• Design an appropriate pencil case.</li> <li>• Use a template</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select appropriate materials.</li> <li>• Order the main stages of a making the product.</li> <li>• Measure and mark materials based on pattern.</li> <li>• Combine fabric using hand/machine stitches.</li> <li>• Apply a range of finishes</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses</li> <li>• Does your pencil case fit your school equipment? Is it fit for purpose?</li> </ul> <p>How could it be improved?</p>
<b>DT Vocabulary and Terminology:</b>	Planning, design, make, evaluate, investigating, functionality, template, pattern, stitch, join, appealing, labelling.
<p><b>Ongoing evaluation highlighted in yellow.</b></p> <p><b>Must use</b></p> <p><b>Could use</b></p>	

Year 5	
Autumn Term	
<b>Focus:</b>	Structure – Frames – Mobile Phone Holder
<b>Design Brief:</b>	Can you make a mobile phone holder appropriate for _____ to use.
<b>Key Knowledge:</b>	<p><b>Frame</b> – a rigid structure that surrounds an object</p> <p><b>Structure</b> – a building or object made of several parts</p> <p><b>Reinforce</b> – to strengthen or add support to an object or structure</p> <p><b>Stability</b> – strengthening of an object so it does not break easily.</p> <p><b>Prototype</b> – a first version of a product to test ideas and materials.</p>
<b>Key Skills:</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Research frame structures</li> <li>• Look at existing products and come up with own ideas</li> <li>• Compare ideas with others. Which would they like to use themselves?</li> <li>• Model ideas to see if they would work.</li> <li>• Design product including details of how it will work.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Accurately follow a step by step plan to create the design</li> <li>• Accurately use measurements to assemble their designs using selected tools.</li> <li>• Explain why they are using their chosen materials.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses</li> <li>•</li> </ul>
<b>DT Vocabulary and Terminology:</b>	Planning, design, make, evaluate, investigating, functionality, purpose, design, innovate, research, mock-up, prototype
<p>Ongoing evaluation highlighted in yellow.</p> <p>Must use</p> <p>Could use</p>	

Year 6	
	<b>Autumn Term</b>
<b>Focus:</b>	Food – Celebrating Culture – RE link –Diwali
<b>Design Brief:</b>	Can you design a traditional Diwali meal to be served in the dinner hall?
<b>Key Knowledge:</b>	<p><b>Hygiene</b> – to keep hands and surfaces clean while working.</p> <p><b>Ingredients</b> -food combined to create a recipe</p> <p><b>Recipe</b> – a set of instructions for preparing a dish.</p> <p><b>Utensils</b> – a tool used when cooking/baking</p> <p><b>Techniques</b> – a way of carrying out a task – rubbing/creaming/mincing/pulverising</p> <p><b>Savoury</b> – a category of taste – not sweet</p> <p><b>Sweet</b> - a category of taste – not savoury</p> <p><b>Adapted</b> – to make something more suitable for a purpose</p> <p><b>Substances</b> – individual elements that make up food or drink</p>
<b>Key Skills:</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Research foods eaten at Diwali</li> <li>• Make a list of potential ingredients and try any that are unknown.</li> <li>• <b>Decide which would be appropriate for a school meal.</b></li> <li>• Design their own meal based on research.</li> <li>• Write a recipe for their meal based on research.</li> <li>• Use mathematics to know how much of each ingredient would be needed to feed all children in school/ one individual portion.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select tools and ingredients needed to prepare meal.</li> <li>• Follow their own recipe</li> <li>• Follow procedures for safety and hygiene.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Try each other’s dishes</li> <li>• Look at design brief again</li> <li>• Vote on which would be most popular in school</li> <li>• Strengths and improvements of their own design and product.</li> </ul>
<b>DT Vocabulary and Terminology:</b>	Planning, design, make, evaluate, investigating, authentic,
<b>Ongoing evaluation highlighted in yellow.</b>	
<b>Must use</b>	
<b>Could use</b>	