

DT Curriculum 24/5

Oak Class

	Y2	Y3	Y4	Y5	Y6
<p>Food Super Salads</p> <p><i>Create a meal/picnic</i></p> <p><i>Y2 – design and create Fruit salad or salad</i></p> <p><i>Y3/4 – Salad and dips/dressing</i></p> <p><i>Y5/6 – design and create savoury dish-vegetable tart (Twinkl unit for planning ideas)</i></p>	<p>Develop food vocabulary and discuss, taste, smell, texture and feel.</p> <p>Show an understand the importance of food hygiene when preparing food (handwashing, tie hair back etc.) - Science link understand where food comes from (fruit and vegetables and meat)</p> <p>Start to consider the healthy plate when making food choices use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Use table knives safely to cut fruit and vegetables safely.</p> <p>With adult supervision, use vegetable peeler and grater to prepare food safely</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and appropriate utensils.</p> <p>Start to independently follow a recipe</p> <p>start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed shape the world.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and appropriate utensils.</p> <p>Start to independently follow a recipe</p> <p>start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed shape the world.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques views of others to improve their work</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. shape the world.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques views of others to improve their work</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed shape the world.</p>
<p>Structures</p> <p><i>Kites</i></p> <p><i>(joining and strengthening structures)</i></p>	<p>Use scissors to cut straight and curved lines with more accuracy</p> <p>With support, name and function the different parts of a kites</p> <p>Recognise the function of kites and some different shapes kites (focussing on diamond)</p>	<p>With greater confidence, name and function the different parts of a kites</p> <p>Recognise the function of kites and some different shapes kites (focussing on diamond and Rokkahu)</p>	<p>, name and function the different parts of a kites</p> <p>Recognise the function of kites and some different shaped kites (focussing on diamond, Rokkahu and delta)</p> <p>With increasing confidence, create simple design criteria for a diamond</p>	<p>name and function the different parts of a kites on a range of kites</p> <p>Recognise the function of kites and some different shaped kites (focussing on diamond, Rokkahu, sled and delta)</p> <p>Create simple design criteria for a diamond or rokkahu kite or delta based on previous evaluations.</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>name and function the different parts of a kites on a range of kites</p>

<p>Y2 – simple diamond kite – creating simple frame and joining</p> <p>Y3/4 – investigate different kite shapes and choose and create own</p> <p>Y5/6 – investigate and create wider range of kites. Design and construct more independently</p> <p>BASED ON TWINKL UNIT</p>	<p>With support, create simple design criteria for a diamond kite based on previous evaluations.</p> <p>Investigate ways of joining materials to create a diamond kite</p> <p>To create and communicate a design for a simple diamond kite</p> <p>Apply learning in creating a frame, joining materials and strengthening structures to construct design</p> <p>To evaluate against design criteria making simple suggestions for future improvements (key vocab- tow point, spa, bridle. Keel, sail, line, force, wind, lift)</p>	<p>With increasing confidence, create simple design criteria for a diamond or rokkahu kite based on previous evaluations.</p> <p>Investigate ways of joining materials to create a diamond or rokkohu kite</p> <p>Apply learning in creating a frame, joining materials and strengthening structures to construct design</p> <p>To evaluate against design criteria making suggestions for improvements Test product and evaluate (key vocab- tow point, spa, bridle. Keel, sail, line, aerodynamic, , force, drag, lift)</p>	<p>or rokkahu kite or delta based on previous evaluations.</p> <p>Investigate ways of joining materials to create a diamond, delta or rokkohu kite</p> <p>Apply learning in creating a frame, joining materials and strengthening structures to construct design</p> <p>To evaluate against design criteria making suggestions for improvements Test product and evaluate (key vocab- tow point, spa, bridle. Keel, sail, line, aerodynamic, , force, drag, lift)</p>	<p>Investigate ways of joining materials to create a diamond, delta, sled or rokkohu kite</p> <p>Understand how to construct and strength more complex structures</p> <p>Apply learning in creating a frame, joining materials and strengthening structures to construct design</p> <p>To evaluate against design criteria making suggestions for improvements Test product and evaluate (key vocab- tow point, spa, bridle. Keel, sail, line, aerodynamic, air resistance, force, drag, lift)</p>	<p>Recognise the function of kites and some different shaped kites (focussing on diamond, Rokkahu, sled and delta)</p> <p>Investigate ways of joining materials to create a diamond, delta, sled or rokkohu kite</p> <p>Understand how to construct and strength more complex structures</p> <p>Apply learning in creating a frame, joining materials and strengthening structures to construct design</p> <p>To evaluate against design criteria making suggestions for improvements. Test product and evaluate (key vocab- tow point, spa, bridle. Keel, sail, line, aerodynamic, air resistance, force, drag, lift)</p>
<p>Textiles</p> <p>Containers (pencil cases/Phone cases)</p> <p>Y2 – join materials using simple running stitch</p>	<p>With support create simple design criteria based on evaluations of existing products</p> <p>Draw and communicate design.</p> <p>Use a needle safely to join two pieces of fabric (running stitch)</p> <p>Simple envelope shape with button Create simple decorations using a range of teacher chosen materials</p>	<p>To use a running stitch, back stitch and over stitch to join fabric together and choose an appropriate stitch for their product. (more able two stitches)</p> <p>Make choices of materials and explain some of reasons for choices</p> <p>Make choices about decoration and explain some simple reasons for choices.</p> <p>Use a range of stitches including running stitch, back</p>	<p>To use a running stitch, back stitch and over stitch to join fabric together and choose an appropriate stitch for their product. (more able two stitches)</p> <p>Make choices of materials and explain some of reasons for choices</p> <p>Make choices about decoration and explain some simple reasons for choices.</p> <p>Use a range of stitches including running stitch, back</p>	<p>Create appropriate design criteria based on evaluation of existing</p> <p>Make choices of materials and explain reasons for choices</p> <p>Make choices about decoration and explain reasons for choices.</p> <p>Use a range of stitches including running stitch, back stitch, whip stitch and blanket stitch to join fabrics.</p>	<p>Create appropriate design criteria based on evaluation of existing</p> <p>Make choices of materials and explain reasons for choices</p> <p>Make choices about decoration and explain reasons for choices.</p> <p>Use a range of stitches including running stitch, back stitch, whip stitch and blanket stitch to join fabrics. Choose</p>

<p><i>Y3/4 – make simple pattern and cut own fabric Choose between running and over stitch</i></p> <p><i>Y5/6 – create own pattern, cut own fabric, add decoration – sew on design Use different stitches</i></p>	<p>To evaluate against design criteria making simple suggestions for improvements. Test product and evaluate</p>	<p>stitch,and over stitch. With support, choose the most effective stitch for their product.</p> <p>Create paper prototype</p> <p>Create simple pattern</p> <p>demonstrate how to measure, pin, cut, shape and join fabric with precision to make a product</p> <p>To evaluate against design criteria making suggestions for improvements. Test product and evaluate</p>	<p>stitch,and over stitch. With support, choose the most effective stitch for their product.</p> <p>Create paper prototype</p> <p>Create simple pattern</p> <p>demonstrate how to measure, pin, cut, shape and join fabric with precision to make a product</p> <p>To evaluate against design criteria making suggestions for improvements. Test product and evaluate</p>	<p>Choose the most effective stitch for their product.</p> <p>Create paper prototype and adapt design</p> <p>Create pattern and cut materials to size</p> <p>demonstrate how to measure, pin, cut, shape and join fabric with precision to make a more complex product (e.g. add pockets, gussets to create a larger product etc.</p> <p>Decide and attach on choice of fastening for purpose</p> <p>To evaluate against design criteria making suggestions for improvements. Test product and evaluate</p>	<p>the most effective stitch for their product.</p> <p>Create paper prototype and adapt design</p> <p>Create pattern and cut materials to size</p> <p>demonstrate how to measure, pin, cut, shape and join fabric with precision to make a more complex product (e.g. add pockets, gussets to create a larger product etc.</p> <p>Decide and attach on choice of fastening for purpose</p> <p>To evaluate against design criteria making suggestions for improvements. Test product and evaluate</p>
<p>Design, Make, Evaluate</p> <p>(Throughout Each unit)</p>	<p><u>Design</u></p> <p>Think of own ideas for designs based on simple design criteria.</p> <p>Plan using pictures and words</p> <p>name and plan for the tools to be used (teacher-led wider selection)</p> <p>When designing a product, start to select from a range of materials that will meet the design criteria. Discuss the reasons for choices (Science link)</p> <p>Where appropriate, use ICT to create designs and communicate ideas</p> <p>Work in a range of contexts (imaginary, home, school, wider community and story based)</p> <p><u>Make</u></p>	<p><u>Design</u></p> <p>Identify some of the design features of their product that will appeal to their intended audience of for intended purpose</p> <p>Investigate a wide range of existing product and use this to generate ideas.</p> <p>Mostly, design products that have clear purpose and are aimed at a specific user</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design.</p> <p>When designing, start to explore different initial ideas before completing final design</p> <p>Start to test ideas out through prototypes</p>	<p><u>Design</u></p> <p>Identify the design features of their product that will appeal to their intended audience of for intended purpose</p> <p>Investigate a wide range of existing product and use this to generate ideas.</p> <p>With greater confidence design products that have clear purpose and that are aimed at a specific user.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design.</p> <p>When designing, explore different initial ideas before completing final design</p> <p>Test ideas out through prototypes</p>	<p><u>Design</u></p> <p>Start to use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>Investigate a wide range of existing product and use this to generate ideas.</p> <p>Start to, design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user.</p> <p>Explain how particular parts of their products work</p>	<p><u>Design</u></p> <p>With greater confidence, use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>Investigate a wide range of existing product and use this to generate ideas.</p> <p>With greater confidence, design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user.</p> <p>Explain how particular parts of their products work use annotated sketches, cross- sectional drawings and exploded diagrams (possibly including computer</p>

	<p>Select tools from a teacher-led limited selection and Discuss reasons for choices.</p> <p>Explain what is being made and why.</p> <p>Investigate different ways of joining materials and discuss which is the most effective. Select from a range of materials according to their characteristics (construction materials, fabrics, ingredients, and materials to decorate). Discuss the appearance of their product when choosing materials for finishing (link to design criteria)</p> <p><u>Evaluate</u></p> <p>Investigate effective ways of joining materials (including fabric and construction materials)</p> <p>Investigate effective ways of joining materials (including fabric and construction materials) evaluate their ideas and products against design criteria and start to suggest areas for improvements based on design criteria. Investigate effective ways of joining materials (including fabric and construction materials) explore and evaluate a range of existing products and start to make comments on what is good and bad about them based on their purpose.</p>	<p>Develop and follow simple design criteria.</p> <p>Work in a wider range of relevant contexts e.g. entertainment, the home, school, leisure, food industry and the wider environment</p> <p>Start to explain their choice of materials and components including functions and aesthetics.</p> <p><u>Make</u></p> <p>Identify some of the design features of their product that will appeal to their intended audience of for intended purpose</p> <p>Investigate a wide range of existing product and use this to generate ideas.</p> <p>Mostly, design products that have clear purpose and are aimed at a specific user</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design. When designing, start to explore different initial ideas before completing final design</p> <p>Start to test ideas out through prototypes</p> <p>Develop and follow simple design criteria.</p> <p>Work in a wider range of relevant contexts e.g. entertainment, the home, school, leisure, food industry and the wider environment</p> <p>Start to explain their choice of materials and components including functions and aesthetics.</p> <p><u>Evaluate</u></p>	<p>Develop and follow simple design criteria.</p> <p>Work in a wider range of relevant contexts e.g. entertainment, the home, school, leisure, food industry and the wider environment</p> <p>With growing confidence, explain their choice of materials and components including functions and aesthetics.</p> <p><u>Make</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Use a range of tools safely and accurately</p> <p>with growing independence, measure materials to the nearest cm</p> <p>cut, shape and score materials with growing accuracy..</p> <p>Assemble combine materials and components with growing accuracy</p> <p>Show greater confidence in selecting and using different finishing techniques to improve the appearance of their product. Use a wider range of materials and components including constructions materials and</p> <p><u>Evaluate</u></p> <p>With greater confidence, investigate and analyse a range of existing products (does it meet</p>	<p>use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer -aided design) to develop and communicate their ideas.</p> <p>Start to consider the availability and costing of resources when planning out designs. Explain choices of materials and components including functions and aesthetics.</p> <p>Start to generate a range of design ideas and clearly communicate final designs.</p> <p>Test ideas out through prototypes</p> <p>Work in a wider range of relevant contexts e.g. entertainment, the home, school, leisure, food industry and the wider environment</p> <p><u>Make</u></p> <p>with greater confidence, select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Use a range of tools safely and accurately</p> <p>with growing independence, measure materials to the nearest mm</p> <p>Cut, shape and score materials with growing precision and accuracy</p> <p>Assemble combine materials and components with growing accuracy</p>	<p>-aided design) to develop and communicate their ideas.</p> <p>Consider the availability and costing of resources when planning out designs. Explain choices of materials and components including functions and aesthetics. generate a range of design ideas and clearly communicate final designs. Test ideas out through prototypes</p> <p>Work in a wider range of relevant contexts e.g. entertainment, the home, school, leisure, food industry and the wider environment</p> <p><u>Make</u></p> <p>with greater confidence, select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Use a range of tools safely and accurately</p> <p>with greater independence, measure materials to the nearest mm</p> <p>Cut, shape and score materials with precision and accuracy</p> <p>Assemble combine materials and components with accuracy</p> <p>refine the finish using techniques to improve appearance of their product, such as sanding or more precise scissor cut after roughly cutting out a shape.</p> <p><u>Evaluate</u></p>
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