

Design Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Opportunities	Enterprise Week	Christmas Crafts	STEM Week	Passport Day		
	<b>School Performances</b>					
Year 3		<p><b>Textiles -</b></p> <p>Make a shadow puppet.</p> <p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>Can they show that their design meets a range of requirements?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <p>Can they use equipment and tools accurately?</p> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>What did they change which made their design better?</li> </ul>	<p><b>Technical Knowledge -</b></p> <p>Use Magnets to invent something (attract/repel)</p> <p>Junk box modelling - Making the Iron Man/dragon</p> <p>Pneumatics /Linkages and levers</p> <p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>Can they describe their design using an accurately labelled sketch and words?</li> <li>How realistic is their plan?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>Can they use</li> </ul>	<p><u>Mouldable materials</u></p> <ul style="list-style-type: none"> <li>Do they select the most appropriate materials?</li> <li>Can they use a range of techniques to shape and mould?</li> <li>Do they use finishing techniques?</li> </ul> <p><b>(Christmas crafts?)</b></p>		<p><b>Cooking &amp; Nutrition</b></p> <p><b>Suggested Activity:</b></p> <p>Healthy Plate - Design and Make (using spreading, grating, cutting etc) sandwich using ingredients from each part of their healthy plate.</p> <p>Balanced diet - summer salads - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Use Covered area produce).</p> <p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>Can they put together a step-by-step plan which shows the order and</li> </ul>

Textiles

- Can they join textiles of different types in different ways?
- Can they choose textiles for both their appearance and also qualities?

**Y3 Performance Prop Making.**

equipment and tools accurately?

Evaluating processes and products

- What did they change that made their design even better?

Electrical and Mechanical components

- Do they select the most appropriate tools and techniques to use for a given task?
- Can they make a product which uses both electrical and mechanical components?
- Can they use a simple circuit?
- Can they use a number of components?

also what equipment and tools they need?

Working with tools, equipment, materials and components to make quality products

- Can they use equipment and tools accurately?

Evaluating processes and products

- What did they change which made their design better?

Cooking & Nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes.
- Can they choose the right ingredients for a product?
- Can they

			<p><u>Stiff and Flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>• Do they use the most appropriate materials?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> </ul>			<p>use equipment safely?</p> <ul style="list-style-type: none"> <li>• Can they make sure their product looks attractive?</li> <li>• Can they describe how their combined ingredients come together?</li> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>
<p><b>Year 4</b></p>	<p><b>Design</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Do they take account of the ideas of others when designing?</li> <li>• Can they suggest some improvements</li> </ul>	<p>Link to Science (Sound). Explore and <b>design, make &amp; evaluate</b> existing instruments.</p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they come up with at least one idea</li> </ul>	<p><u>Trojan Horses</u></p> <p><b>Design, Make and Evaluate.</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they produce a plan and explain it to others?</li> </ul> <p><u>Working with tools.</u></p>	<p><b>(Extra time to meet DT Objectives following School Performance).</b></p>	<p><u>Create product using electrical and mechanical components.</u></p> <ul style="list-style-type: none"> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident</li> </ul>	<p><b>Cooking and nutrition</b></p> <p>Seasonality (prepare food from Atrium)</p> <p>(See link in Spring 1-Class to make Moussaka?)</p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using</li> </ul>

	<p>ts and say what was good and not so good about their original design?</p> <p><b>Make -</b> Building Roman Road out of a range of materials.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>Can they tell if their finished product is going to be good quality?</li> </ul> <p>Inc. <b>Technical Knowledge</b> how to make structures stronger.</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><u>Evaluating processes and</u></p>	<p>about how to create their product?</p> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>Are they conscious of the need to produce something that will be liked by others?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>Have they thought about how they will check if their design is successful?</li> </ul> <p><b>Christmas Crafts - Mouldable materials</b></p> <ul style="list-style-type: none"> <li>Do they take time to consider how they could have made their idea better?</li> </ul>	<p><u>equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>Can they show a good level of expertise when using a range of tools and equipment?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>Can they evaluate their product, thinking of both appearance and the way it works?</li> </ul> <p><b>Y4 Performance - Prop Making - link to DT objectives. - Textiles</b></p> <ul style="list-style-type: none"> <li>Do they think what the user would want when choosing textiles?</li> <li>Have they thought about how to make their product strong?</li> </ul>		<p>about trying out new and different ideas?</p> <p><b>Link to electricity in science - simple circuit.</b></p>	<p>a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <li>Do they know what to do to be hygienic and safe?</li> <li>Have they thought what they can do to present their product in an interesting way?</li> </ul> <p>Day of the Dead masks</p>
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	<p><u>products</u></p> <ul style="list-style-type: none"> <li>• Can they begin to explain how they can improve their original design?</li> </ul> <p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they work at their product even though their original idea might not have worked?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they devise a template?</li> <li>• Can they explain how to join things in a different way?</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Ancient &amp; Modern Greek food tasting. (Plant Aubergine seeds in covered area (January), harvest late July to cook Moussaka in Summer 2)</li> </ul>			
<p><b>Year 5</b></p>		<p><b>Cooking &amp; Nutrition - Witches Brew</b></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Do they take the user's view into</li> </ul>	<p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>• Can they incorporate a switch into their product?</li> <li>• Can they refine their product after testing it?</li> <li>• Can they incorporate hydraulics and</li> </ul>	<p><b>Weaponry</b></p> <p>Explain why their finished product is of good quality Explain how their product will appeal to the audience Use a range of tools and equipment Check design is the best it can be Check for improvements</p> <p><b>Design, Make &amp; Evaluate</b></p>	<p><b>Making Space Rockets</b></p> <p>Come up with a range of ideas after collecting information Take a user's view when designing Produce detailed step by step plans Evaluate plans Evaluate appearances and function against the original criteria</p> <p><b>Design, Make &amp; Evaluate</b></p>	<p><b>Healthy eating Project involving school-grown produce</b></p> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Can they describe what they do to be hygienic and safe?</li> <li>• Have they presented their product well?</li> </ul>

		<p>account when designing?</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they explain how their product will appeal to the audience?</li> <li>• Can they use a range of tools and equipment expertly?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Do they keep checking that their design is the best it can be?</li> </ul> <p><b><u>Cooking &amp; Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe what they do to be hygienic and safe?</li> <li>• Have they presented their product</li> </ul>	<p>pneumatics?</p> <p><b><u>Link to Space Rockets in Summer 1?</u></b></p>	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they come up with a range of ideas after they have collected information?</li> <li>• Can they produce a detailed step-by-step plan?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they explain why their finished product is going to be of good quality?</li> <li>• Can they use a range of tools and equipment expertly?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Can they evaluate</li> </ul>	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they use a range of tools and equipment expertly?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Do they check whether anything could be improved?</li> </ul> <p>- generate, develop, model and</p>	<p><b>Y5 Performance Prop Making</b> (Potential Link)</p> <p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> </ul>
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well?

**Christmas Crafts -  
Textiles**

- Do they think what the user would want when choosing textiles?
- How have they made their product attractive and strong?
- Can they make up a prototype first?
- Can they use a range of joining techniques?

appearance and function against the original criteria?

**Easter Crafts -  
Mouldable materials?**

- Are they motivated enough to refine and improve their product?
- Do they persevere through the different stages of the making process?

communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Year 6**

**Cooking & Nutrition  
- WW2 recipes**

Link to Cooking & Nutrition  
"Understand where food comes from".  
Link to healthy eating & balanced diets. How did people try to balance their diets in periods of ration and scarcity of food?

**Build an air raid shelter**

Developing, planning and communicating ideas

- Can they justify their plan to someone else?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if

Developing, planning and communicating ideas

- Can they use a range of information to inform their design?
- Can they use market research to inform plans?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- How well do they test and evaluate their final product?
- What would

Adaptation - bird's beaks

**Evaluate existing 'product'?**

Developing, planning and communicating ideas

- Can they work within constraints?
- Can they follow and refine their plan if necessary?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- Would different resources have

**Electrical and mechanical components**

- Can they use different kinds of circuits in their product?
- Can they think of ways in which adding a circuit would improve a product?

**Easter crafts - Mouldable materials**

- Did they consider the use of the product when selecting materials?
- Does their product meet all design criteria?

Maya temple

**Technical Knowledge:**

apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Developing, planning and communicating ideas

- Do they consider culture and society in their design?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- Would they need more

**Cooking and Nutrition**

Seasonality - Use covered area produce. Children to research their ingredients and create/design a healthy, balanced meal.



	<p>needed?</p> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>Is it fit for purpose?</li> </ul> <p><u>Cooking &amp; Nutrition</u></p> <ul style="list-style-type: none"> <li>Can they explain how their product should be stored with reasons?</li> <li>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>	<p>improve it?</p> <p><b><u>Christmas Crafts - Textiles</u></b></p> <ul style="list-style-type: none"> <li>Have they thought about how their product could be sold?</li> <li>Have they given considered thought about what would improve their product even more?</li> </ul>	<p>improved their product?</p>		<p>or different information to make it even better?</p> <p>Stiff and flexible sheet materials?</p> <ul style="list-style-type: none"> <li>Can they justify why they selected specific materials?</li> <li>Can they work within a budget?</li> <li>How have they ensured that their work is precise and accurate?</li> <li>Can they hide joints so as to improve the look of their product?</li> </ul>	
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Whole School Opportunities	Enterprise Week	Christmas Crafts	STEM Week	Passport Day		
	<b>School Performances</b>					
Year 3		<b>Textiles -</b> Make a shadow puppet.	<b>Technical Knowledge -</b> Use Magnets to	<u>Mouldable materials</u> <ul style="list-style-type: none"> <li>Do they</li> </ul>		<b>Cooking &amp; Nutrition</b>  <b>Suggested Activity:</b>

		<p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>• Can they show that their design meets a range of requirements?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u> Can they use equipment and tools accurately?</p> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• What did they change which made their design better?</li> </ul> <p><u>Textiles</u></p> <ul style="list-style-type: none"> <li>• Can they join textiles of different types in different ways?</li> <li>• Can they choose</li> </ul>	<p>invent something (attract/repel) Junk box modelling - Making the Iron Man/dragon Pneumatics /Linkages and levers</p> <p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>• Can they describe their design using an accurately labelled sketch and words?</li> <li>• How realistic is their plan?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they use equipment and tools accurately?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• What did they change that made their design</li> </ul>	<p>select the most appropriate materials?</p> <ul style="list-style-type: none"> <li>• Can they use a range of techniques to shape and mould?</li> <li>• Do they use finishing techniques?</li> </ul> <p><b>(Christmas crafts?)</b></p>		<p>Healthy Plate - Design and Make (using spreading, grating, cutting etc) sandwich using ingredients from each part of their healthy plate.</p> <p>Balanced diet - summer salads - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Use Covered area produce).</p> <p><u>Developing planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>• Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p>
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		<p>textiles for both their appearance and also qualities?</p> <p><b>Y3 Performance Prop Making.</b></p>	<p>even better?</p> <p><u>Electrical and Mechanical components</u></p> <ul style="list-style-type: none"> <li>Do they select the most appropriate tools and techniques to use for a given task?</li> <li>Can they make a product which uses both electrical and mechanical components?</li> <li>Can they use a simple circuit?</li> <li>Can they use a number of components?</li> </ul> <p><u>Stiff and Flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>Do they use the most appropriate materials?</li> <li>Can they work accurately to make cuts and holes?</li> </ul>			<ul style="list-style-type: none"> <li>Can they use equipment and tools accurately?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>What did they change which made their design better?</li> </ul> <p><u>Cooking &amp; Nutrition:</u></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Can they choose the right ingredients for a product?</li> <li>Can they use equipment safely?</li> <li>Can they make sure their product looks attractive?</li> <li>Can they describe how their</li> </ul>
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			<ul style="list-style-type: none"> <li>• Can they join materials?</li> </ul>			<p>combined ingredients come together?</p> <ul style="list-style-type: none"> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>
<p><b>Year 4</b></p>	<p><b>Design</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Do they take account of the ideas of others when designing?</li> <li>• Can they suggest some improvements and say what was good and not so good about their original design?</li> </ul> <p><b>Make -</b> Building Roman Road out of a range of</p>	<p><i>Link to Science (Sound). Explore and <b>design, make &amp; evaluate</b> existing instruments.</i></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they come up with at least one idea about how to create their product?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality</u></p>	<p><u>Trojan Horses</u> <b>Design, Make and Evaluate.</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they produce a plan and explain it to others?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they show a good level of expertise when using a range of</li> </ul>	<p><b>(Extra time to meet DT Objectives following School Performance).</b></p>	<p><u>Create product using electrical and mechanical components.</u></p> <ul style="list-style-type: none"> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul> <p><b><u>Link to electricity in science - simple circuit.</u></b></p>	<p><b>Cooking and nutrition</b></p> <p>Seasonality (prepare food from Atrium)</p> <p>(See link in Spring 1-Class to make Moussaka?)</p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and</p>

	<p>materials.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u></p> <ul style="list-style-type: none"> <li>• Can they tell if their finished product is going to be good quality?</li> </ul> <p>Inc. <b>Technical Knowledge</b> how to make structures stronger.</p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Can they begin to explain how they can improve their original design?</li> </ul> <p><u>Stiff and flexible sheet materials</u></p>	<p><u>products</u></p> <ul style="list-style-type: none"> <li>• Are they conscious of the need to produce something that will be liked by others?</li> </ul> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Have they thought about how they will check if their design is successful?</li> </ul> <p><b>Christmas Crafts - Mouldable materials</b></p> <ul style="list-style-type: none"> <li>• Do they take time to consider how they could have made their idea better?</li> <li>• Do they work at their product even though their original idea might not have worked?</li> </ul>	<p>tools and equipment?</p> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> </ul> <p><b>Y4 Performance - Prop Making - link to DT objectives. - Textiles</b></p> <ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they devise a template?</li> <li>• Can they explain how to join things in a different way?</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Ancient &amp;</li> </ul>			<p>processed.</p> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul> <p>Day of the Dead masks</p>
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	<ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>		<p>Modern Greek food tasting. (Plant Aubergine seeds in covered area (January), harvest late July to cook Moussaka in Summer 2)</p>			
<p><b>Year 5</b></p>		<p><b>Cooking &amp; Nutrition - Witches Brew</b></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Do they take the user's view into account when designing?</li> </ul> <p><u>Working with tools, equipment, materials and components to make quality products</u></p>	<p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>• Can they incorporate a switch into their product?</li> <li>• Can they refine their product after testing it?</li> <li>• Can they incorporate hydraulics and pneumatics?</li> </ul> <p><b>Link to Space Rockets in Summer 1?</b></p>	<p><b>Weaponry</b></p> <p>Explain why their finished product is of good quality Explain how their product will appeal to the audience Use a range of tools and equipment Check design is the best it can be Check for improvements</p> <p><b>Design, Make &amp; Evaluate</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they come up with a range of ideas after they have collected</li> </ul>	<p><b>Making Space Rockets</b></p> <p>Come up with a range of ideas after collecting information Take a user's view when designing Produce detailed step by step plans Evaluate plans Evaluate appearances and function against the original criteria</p> <p><b>Design, Make &amp; Evaluate</b></p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> <li>• Can they suggest some alternative plans and say what the</li> </ul>	<p><b>Healthy eating Project involving school-grown produce</b></p> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Can they describe what they do to be hygienic and safe?</li> <li>• Have they presented their product well?</li> </ul> <p><b>Y5 Performance Prop Making (Potential Link)</b></p> <p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> <li>• Are their measurements accurate</li> </ul>

- Can they explain how their product will appeal to the audience?
- Can they use a range of tools and equipment expertly?

Evaluating processes and products

- Do they keep checking that their design is the best it can be?

**Cooking & Nutrition**

- Can they describe what they do to be hygienic and safe?
- Have they presented their product well?

**Christmas Crafts - Textiles**

- Do they think what the user would want when choosing textiles?
- How have

information?

- Can they produce a detailed step-by-step plan?

Working with tools, equipment, materials and components to make quality products

- Can they explain why their finished product is going to be of good quality?
- Can they use a range of tools and equipment expertly?

Evaluating processes and products

- Can they evaluate appearance and function against the original criteria?

**Easter Crafts - Mouldable materials?**

- Are they motivated

good points and drawbacks are about each?

Working with tools, equipment, materials and components to make quality products

- Can they use a range of tools and equipment expertly?

Evaluating processes and products

- Do they check whether anything could be improved?

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

enough to ensure that everything is precise?

- How have they ensured that their product is strong and fit for purpose?

		<p><i>they made their product attractive and strong?</i></p> <ul style="list-style-type: none"><li>• <i>Can they make up a prototype first?</i></li><li>• <i>Can they use a range of joining techniques?</i></li></ul>		<p><i>enough to refine and improve their product?</i></p> <ul style="list-style-type: none"><li>• <i>Do they persevere through the different stages of the making process?</i></li></ul>		
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**Year 6**

**Cooking & Nutrition  
- WW2 recipes**

Link to Cooking & Nutrition  
"Understand where food comes from".  
Link to healthy eating & balanced diets. How did people try to balance their diets in periods of ration and scarcity of food?

**Build an air raid shelter**

Developing, planning and communicating ideas

- Can they justify their plan to someone else?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if

Developing, planning and communicating ideas

- Can they use a range of information to inform their design?
- Can they use market research to inform plans?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- How well do they test and evaluate their final product?
- What would

Adaptation - bird's beaks

**Evaluate existing 'product'?**

Developing, planning and communicating ideas

- Can they work within constraints?
- Can they follow and refine their plan if necessary?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- Would different resources have

**Electrical and mechanical components**

- Can they use different kinds of circuits in their product?
- Can they think of ways in which adding a circuit would improve a product?

**Easter crafts - Mouldable materials**

- Did they consider the use of the product when selecting materials?
- Does their product meet all design criteria?

Maya temple

**Technical Knowledge:**

apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Developing, planning and communicating ideas

- Do they consider culture and society in their design?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- Would they need more

**Cooking and Nutrition**

Seasonality - Use covered area produce. Children to research their ingredients and create/design a healthy, balanced meal.

	<p>needed?</p> <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• Is it fit for purpose?</li> </ul> <p><u>Cooking &amp; Nutrition</u></p> <ul style="list-style-type: none"> <li>• Can they explain how their product should be stored with reasons?</li> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>	<p>improve it?</p> <p><b><u>Christmas Crafts - Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> </ul>	<p>improved their product?</p>		<p>or different information to make it even better?</p> <p><u>Stiff and flexible sheet materials?</u></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• Can they work within a budget?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>	
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