

Subject Pathway – Design and Technology – Cycle B

Cycle A	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6				
Autumn 1	<p>Out and about Significant Individuals: Fyodor Pirotsky Explore transport in Nottingham Design and Make bus and trams Box modelling for 3D map</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs</p> <p>MAKE</p> <p>Select range of materials Begin to follow safety procedures</p> <p>EVALUATE Think about how to make it better</p>	<p>Draw Cut Fix Strong Safe</p>	<p>Are we there yet? Significant Individuals: Robert Goddard Design, make and evaluate rockets using recycled material</p> <p>DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Links with recycled materials being used. Function of products Simple design criteria - develop ideas by talking/drawing Uses range of materials (recycled)</p> <p>MAKE</p> <p>Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Begins to use finishing techniques Follows safety procedures</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate through talking Explore - What products are - The audience - How the product is used Where products are from Likes/Dislikes – Why?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Understanding structures can be made stronger/more stable</p>	<p>Plan Sketch Label 3D Functional Design criteria Measure Stable Structure Materials Suitable Assemble Join Evaluate Re use Recycle</p>	<p>Space Significant Individuals: Kathrine Johnson Dorothy Vaughan Mary Jackson</p> <p>To design, make and evaluate pressure pump rocket</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design specification Thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Order main stages – step by step plan Use extensive range of materials and components including electrical</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria Evaluate Consider views of others on ways to improve Investigate and analyse Finished product Materials used Did they work? Did they achieve purpose?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Apply their understanding of reinforcing more complex structures.</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful Streamlined</p>		
Autumn 2	<p>Toy Story Significant Individuals: Playing with toys using buttons and mechanisms</p> <p>To design and make Box model with toys</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs</p> <p>MAKE</p> <p>Select range of materials Begin to follow safety procedures Begin to explore -what products are - The audience -how the product is used Recognise, select and use range of technology for particular purpose</p> <p>Show interest in toys with buttons and</p>	<p>Draw Cut Fix Strong Safe Buttons</p>	<p>The Workshop Significant Individuals: Toy making</p> <p>DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Links with recycled materials being used. Function of products Simple design criteria - develop ideas by talking/drawing Uses range of materials (recycled)</p> <p>MAKE</p> <p>Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Begins to use finishing techniques Follows safety procedures</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate through talking Explore - What products are - The audience - How the product is used Where products are from Likes/Dislikes – Why?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Understanding structures can be made stronger/more stable</p>	<p>Plan Sketch Label 3D Functional Design criteria Measure Stable Structure Materials Suitable Assemble Join Evaluate</p>	<p>The Tudors Significant Individuals: -Design, make Tudor crowns</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p> <p>EVALUATE</p> <p>Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose? Recognise Designers</p> <p>TECHNICAL KNOWLEDGE</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Purpose Appealing Annotated sketch accuracy Investigation complex structures</p>	<p>WW2 Significant Individuals: Alan Turing</p> <p>Design, make and evaluate Cardboard Tank Building Alan Turing Biography</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas. Select suitable tools, materials -Explains choices, giving evidence</p> <p>MAKE</p> <p>Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Order main stages – step by step plan Use extensive range of materials and components including electrical</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others - ways to improve Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose? Understand how key individuals have shaped the world.</p> <p>TECHNICAL KNOWLEDGE</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>
Spring 1	<p>Paws and claws Significant Individuals: Design and make 3D animal structures</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs</p> <p>MAKE</p> <p>Select range of materials Begin to follow safety procedures Begin to know simple workings of materials and components</p>	<p>Draw Cut Fix Strong Safe</p>	<p>Dangerous Dinosaurs Significant Individuals: Design, make, evaluate habitats for dinosaurs (3D)</p> <p>DESIGN</p> <p>Begin: Designing, audience, purpose, suitability Simple design criteria - develop ideas by talking/drawing</p> <p>MAKE</p> <p>Uses range of materials Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Begins to use finishing techniques Follows safety</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate through talking Explore -what products are - The audience -how the product used -where products are from - Likes/Dislikes – Why?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Understanding structures can be made stronger/more stable</p>	<p>Plan Sketch Label 3D Functional Design criteria Measure Stable Structure Materials Suitable Assemble Join Evaluate</p>	<p>Africa Significant Individuals: Design, make and evaluate African masks</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p> <p>EVALUATE</p> <p>Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Know that a single fabric shape can be used to make a 3D textile product</p>	<p>Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Designers Cross sectional drawings</p>	<p>Storms and Shipwrecks Significant Individuals: Design, make and evaluate a bridge</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Order main stages – step by step plan Use extensive range of materials and components including electrical</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others - ways to improve Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose?</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>

Spring 2	<p>Spring Watch Significant Individuals:</p> <p>Growing Vegetables in garden Making healthy food and learning about fruit and vegetables.</p> <p>Cooking and Nutrition</p> <p>Begin to recognise where food comes -farmed -grown</p> <p>Begin to use EatWell plate</p> <p>Begin to recognise 5 portions of fruit/vegetables and know that we should eat them</p> <p>Start to prepare simple dishes Cutting/Peeling</p>	<p>Farmed Grown Fruit Vegetables Cut Peel</p> <p>DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Function of products Simple design criteria - develop ideas by talking/drawing</p> <p>MAKE</p> <p>Uses range of materials Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Begins to use finishing techniques Follows safety</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate through talking Explore -what products are - The audience -how the product used -where products are from - Likes/Dislikes – Why?</p>	<p>user, list, label, drawing, ideas, mock-up, choose, decide, evaluate, plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding</p>	<p>Virtual Reality Significant Individuals: Markus Persson(Minecraft) Tim-Bernes-Lee - favourite computer games designs</p> <p>Design, make and evaluate packaging for computer games</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p> <p>EVALUATE</p> <p>Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose? Recognise Designers:</p>	<p>Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Designers Cross sectional drawings</p>	<p>Greeks Significant Individuals:</p> <p>Design and make Greek invention – 3D model making Greek Column Style Evaluating Greek Salad</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Use extensive range of materials and components including electrical Order main stages – step by step plan</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others - ways to improve Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose? Recognise inventors, -designers -engineers</p> <p>COOKING AND NUTRITION</p> <p>Recognise a range of fresh, pre-cooked and processed foods Adapt recipes by adding or subsidising one or more ingredients. h Know how to prepare and cook savoury and sweet dishes safely and hygienically and use hot source. Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking. Know that different foods contain substances needed for healthy (fibre, vitamins) Understand healthy diets must incorporate correct amounts of food and substances Know that recipes can be changed to adapt taste, texture, aroma and appearance. Understand fitness is good for wellbeing and fitness</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful Nutrition Fresh Healthy substances Texture aroma</p>
Summer 1	<p>If you go down to the woods today Significant Individuals:</p> <p>Design and make story boxes for favourite story Create puppets Box modelling houses</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs Show some planning skills What could we do next?</p> <p>MAKE</p> <p>Select range of materials Think about how to make it better Begin to explore -what products are - The audience -how the product used Begin to know simple workings of materials and components</p>	<p>Draw Cut Fix Strong Safe</p> <p>Roald Dahl Significant Individuals: Chocolate Lollipops.</p> <p>Design Designing, audience, purpose, suitability</p> <p>MAKE</p> <p>Follows safety and hygiene</p>	<p>Ingredients Equipment Melting Heating Setting</p>	<p>Community Café Significant Individuals:</p> <p>Cooking/Baking various products for cafe</p> <p>Design packaging for a food product</p> <p>COOKING AND NUTRITION</p> <p>Recognise fresh, pre-cooked and processed foods Know that food is farmed, reared, -farmed -grown -imported internationally Recognise a healthy diet depicted on EatWell plate Know how to prepare and cook savoury dishes safely and hygienically and use hot source. Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking. Know that keeping active and eating healthy provides energy to the body.</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p>	<p>Market research Modify Hygiene Spreading Kneading Baking Hot source imported processed savoury sweet</p>	<p>Mystic East Significant Individuals: Sushi making</p> <p>COOKING AND NUTRITION</p> <p>Adapt recipes by adding or subsidising one or more ingredients. Know how to prepare and cook savoury and sweet dishes safely and hygienically and use hot source. Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking. Know that different foods contain substances needed for healthy (fibre, vitamins) Understand healthy diets must incorporate correct amounts of food and substances Know that recipes can be changed to adapt taste, texture, aroma and appearance.</p>	<p>Nutrition Fresh Healthy substances Texture aroma</p>
Summer 2	<p>Walk the Plank Significant Individuals: Create pirate props</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs Show some planning skills What could we do next?</p> <p>MAKE</p> <p>Select range of materials Think about how to make it better</p> <p>EVALUATE</p> <p>Begin to explore -what products are - The audience -how the product used Begin to know simple workings of materials and components</p>	<p>Draw Cut Fix Strong Safe</p> <p>Minibeast Madness Significant Individuals</p> <p>Bug Hotels Design Wider environment and industry links</p> <p>Begin: Designing, audience, purpose, suitability</p> <p>MAKE Plans What we can do next</p> <p>Select range of purposeful materials, tools, component Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Begins to use finishing techniques</p> <p>Evaluate Use Design Criteria - Evaluate through talking Explore -what products are - The audience -how the product used -where products are from - Likes/Dislikes – Why?</p>		<p>The Romans Significant Individuals: Design and make a roman shield using correct materials and tools.</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p>			

Subject Pathway – Design and Technology – Cycle A

Cycle B	EYFS	Year 1 & 2					Year 3 & 4	Year 5 & 6
Autumn 1	<p>Express Yourself N.A</p>	<p>Telling Tales Significant Individuals:</p> <p>Making moving pictures DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Function of products Simple design criteria - develop ideas by talking/drawing</p> <p>MAKE</p> <p>Uses range of materials Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Explore materials, - construction kits, templates etc Begins to use finishing techniques -Explains choices Follows safety</p> <p>TECHNICAL KNOWLEDGE</p> <p>Explore and use mechanism in their products.</p>	<p>Moving picture, levers, wheels, axles, mechanism, sliders.</p>	<p>Incredible Inventions Significant Individuals:</p> <p>Investigate and analyse a range of inventions and inventors (existing products) Make Moving Toys</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p> <p>EVALUATE</p> <p>Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose? Recognise inventors</p> <p>TECHNICAL KNOWLEDGE</p> <p>Know how mechanical systems create movement (levers, linkages) Understand materials have both functional and aesthetic purposes and apply.</p>	<p>Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Designers Cross sectional drawings Electrical</p>	<p>Planet Earth Significant Individuals: -Where key ingredients come from in every day food products -Create a food wheel showing the seasonality of produce grown in UK</p> <p>NUTRITION</p> <p>Recognise a range of fresh, pre-cooked and processed foods Know that food is farmed, reared, -farmed -grown -imported internationally - seasonal affects of food -processed Know a healthy diet is made up of variety and balance of food and drink Know that keeping active and eating healthy provides energy to the body.</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>	
Autumn 2	<p>Whizz, Bang, Colour Significant Individuals:</p> <p>Clay Candle holders</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs Show some planning skills What could we do next?</p> <p>MAKE</p> <p>Select range of materials</p>	<p>Clay pinch press shape</p> <p>Let's Explore Significant Individuals:</p> <p>Making a sweet dish for the elderly.</p> <p>COOKING AND NUTRITION</p> <p>Know how to prepare a range of simple dishes safely and hygienically <i>without heat source</i></p>		<p>Rock n' Roll N/A</p>		<p>Victorians Significant Individuals: Electric wire buzzer maze</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Use extensive range of materials and components including electrical</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate - Consider views of others - ways to improve</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>	
Spring 1	<p>Passport to the world Significant Individuals: Raffaele Esposito</p> <p>Pizza making</p> <p>COOKING AND NUTRITION</p> <p>Begin to recognise where food comes -farmed -grown Begin to use EatWell plate</p> <p>Begin to recognise 5 portions of fruit/veg and know that we should eat them Start to prepare simple dishes Cutting/Peeling</p>	<p>Farm grown fruit vegetables cutting peeling ingredients dough cook</p> <p>Fire Fire! Significant Individuals: Sir Christopher Wren Designing and making houses to put on fire</p> <p>DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Function of products Simple design criteria - develop ideas by talking/drawing</p> <p>MAKE</p> <p>Uses range of materials Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Explore materials, - construction kits, templates etc Begins to use finishing techniques -Explains choices Follows safety</p> <p>TECHNICAL KNOWLEDGE</p> <p>Understanding structures can be made stronger/more stable</p>	<p>Build tools joining construct Stiffer Stable</p>	<p>Extreme Earth Significant Individuals: Make volcanoes and erupt them</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Measures, marks out, shapes and cuts most materials some accuracy</p> <p>EVALUATE</p> <p>Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose?</p>	<p>Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Designers Cross sectional drawings</p>	<p>Bodies Significant Individuals: Design a healthy Snack Product</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Audience: features that appeal and realistic, innovative Gather own market research – surveys and interviews. Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas Recognise inventors, -chefs</p> <p>EVALUATE</p> <p>Investigate and analyse -Who designed product -Where it was designed -Where is was made --Cost and sustainability -Is it innovative?</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>	
Spring 2	<p>Favourite Stories Significant Individuals: Gruffalo crumble</p> <p>COOKING AND NUTRITION</p> <p>Begin to recognise where food comes -farmed -grown Begin to use EatWell plate</p> <p>Begin to recognise 5 portions of fruit/veg and know that we should eat them Start to prepare simple dishes Cutting/Peeling</p>	<p>Farm grown fruit vegetables cutting peeling ingredients dough cook</p> <p>Home Sweet Home Significant Individuals: Make Shields</p> <p>DESIGN</p> <p>Work with a range of context such as Local Community and Wider environment and industry link Begin: Designing, audience, purpose, suitability Function of products Simple design criteria - develop ideas by talking/drawing</p> <p>MAKE</p> <p>Uses range of materials Measures, marks out, shapes and cuts most materials Assembles, joins and combines materials Explore materials, - construction kits, templates etc Begins to use finishing techniques -Explains choices Follows safety</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate through talking Explore -what products are - The audience -how the product used -where products are from - Likes/Dislikes – Why?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Understanding structures can be made stronger/more stable</p>	<p>Design Evaluate Stronger Assembles</p>	<p>Tomb Raiders Significant Individuals: Design canopic jars</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Market research – realistic ideas Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p>	<p>Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Cross sectional drawings</p>	<p>South America Significant Individuals: Mola pattern design and sewing Nachos, salsa and guacamole cooking</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design specification -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Order main stages – step by step plan</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others - ways to improve Investigate and analyse -Finished product -Materials used</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p> <p>Nutrition Fresh Healthy substances Texture aroma</p>	

							<p>- Did they work? - Did they achieve purpose?</p> <p>COOKING AND NUTRITION</p> <p>Recognise a range of fresh, pre-cooked and processed foods Adapt recipes by adding or substituting one or more ingredients. Know how to prepare and cook savoury and sweet dishes safely and hygienically and use hot source. Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking. Know that different foods contain substances needed for healthy (fibre, vitamins) Understand healthy diets must incorporate correct amounts of food and substances Know that recipes can be changed to adapt taste, texture, aroma and appearance. Understand fitness is good for wellbeing and fitness</p>	
Summer 1	<p>Let's Play</p> <p>Significant Individuals: Spy gadgets</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs</p> <p>MAKE</p> <p>Select range of materials Begin to follow safety procedures</p> <p>EVALUATE</p> <p>Think about how to make it better</p>	<p>Button Draw Cut Fix Strong Safe</p>	<p>Inside Out</p> <p>Significant Individuals: Cooking: where food comes from and preparing healthy dishes (Picnic)</p> <p>COOKING AND NUTRITION</p> <p>Recognise where food comes -farmed -grown -imported Name and sort foods into 5 groups of EatWell Begin to recognise we should eat 5 fruit/veg a day Know how to prepare a range of simple dishes safely and hygienically without heat source. cutting, chopping, peeling, grating Know that food ingredients should be combined according to their sensory characteristic.</p>	<p>Healthy eating Preparing Farmed Grown Imported Cutting Peeling Grating Chopping</p>	<p>Nottingham</p> <p>Significant Individuals: Design, make and evaluate Greens Windmill</p> <p>DESIGN</p> <p>Work confidently with a range of context Home, school, leisure, culture Purpose – appealing Make design decisions Own design criteria -To inform ideas -Share ideas through discussion with confidence Use prototypes and pattern pieces. Annotated sketches, cross sectional drawings, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Use extensive range of materials and components including electrical Measures, marks out, shapes and cuts most materials some accuracy Strengths/Developments in products and ideas</p> <p>EVALUATE</p> <p>Use Design Criteria - Evaluate - Consider views of others Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose?</p> <p>TECHNICAL KNOWLEDGE</p> <p>Know how mechanical systems create movement (levers, linkages) Know that simple circuits can be used to create functional products</p>	<p>Electrical linkages Purpose Appealing sustainability Function Form Prototype Annotated sketch accuracy Investigation Designers Cross sectional drawings</p>	<p>Journeys</p> <p>Significant Individuals: Design and construct a Viking coin purse/pouch</p> <p>DESIGN</p> <p>Work confidently with a wide range of context Describe product in detail Purpose – realistic Own design criteria and detailed design spec -thinking about availability of resources -sharing and discussing Model ideas using prototypes and pattern pieces. Annotated sketches, cross sectional drawings, exploded diagrams, ICT packages to help communicate ideas.</p> <p>MAKE</p> <p>Select suitable tools, materials -Explains choices, giving evidence Select suitable materials, tools, component- Is Resourceful in choice Measures, marks out, shapes and cuts materials with accuracy Assembles, joins and combines materials adding range of finishing techniques Order main stages – step by step plan</p> <p>EVALUATE</p> <p>Knows Next Steps Strengths/Developments in products and ideas Use Design Criteria - Evaluate - Consider views of others - ways to improve Investigate and analyse -Finished product -Materials used - Did they work? -Did they achieve purpose?</p>	<p>Critique Aesthetic Realistic Design Specification Exploded diagrams resourceful</p>
Summer 2	<p>Down at the bottom of the garden</p> <p>Significant Individuals: Minibeast homes</p> <p>DESIGN</p> <p>Work with different context such as story based, home, school and playground Generate ideas from existing examples Begin to talk about own designs</p> <p>MAKE</p> <p>Select range of materials Begin to follow safety procedures</p> <p>EVALUATE</p> <p>Think about how to make it better</p>	<p>Draw Cut Fix Strong Safe</p>	<p>Caribbean</p> <p>Significant Individuals: Ainslee Harriot Rice and Beans (mini masterchef)</p> <p>COOKING AND NUTRITION</p> <p>Know how to prepare a range of simple dishes safely and hygienically without heat source. cutting, chopping, peeling, grating Know that food ingredients should be combined according to their sensory characteristic. understand how key events and individuals in design and technology have helped shape the world</p>					