QPS DT Yearly Overview

EYFS	YEARS 1-2	YEARS 3-4	YEARS 5-6
CREATING WITH MATERIALS ELG Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.	**Food: Preparing fruit and vegetables (Y1)*** **Food: Preparing fruit and vegetables (Y2)*** ***inc cooking and nutrition requirements for KS1** **Mechanisms: Sliders and levers (Y1)** **Mechanisms: Wheels and axles (Y2)** **Structures: Freestanding structures (Y1)** **Textiles: Templates and joining techniques (Y2)**	**Food: Healthy and varied diet (Y3)*** **Food: Healthy and varied diet (Y4)*** ***inc cooking and nutrition requirements for KS2** **Mechanisms: Levers and linkages (Y4)** **Structures: Shell structures, including computer aided design (Y3)** **Textiles: 2D shape to 3D product (Y3)** **Electrical systems: Simple circuits and switches, including programming and control (Y4)**	**Food: Celebrating culture and seasonality (Y5)*** **Food: Celebrating culture and seasonality (Y6))*** ***inc cooking and nutrition requirements for KS2** **Mechanisms: Pulleys or gears (Y5)** **Structures: Frame structures (Y5)** **Textiles: Combining different fabric shapes, including computer-aided design (Y6)** **Electrical systems: More complex switches, including programming, monitoring and control (Y6)**

Six Essentials for Good Practice in DT

1. **User** – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
2. **Purpose** – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
3. **Functionality** – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
4. **Design Decisions** – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
5. **Innovation** – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
6. **Authenticity** – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

	AUTUMN	SPRING	SUMMER
Reception			
	16. CREATING WITH MATERIALS ELG Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.	**16. CREATING WITH MATERIALS ELG** Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories.	**16. CREATING WITH MATERIALS ELG** Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories.

	AUTUMN	SPRING	SUMMER
Year 1	**OUR LOCAL AREA**	**MEMORY BOX**	**THE STORY OF OUR HIGH STREET**
	MECHANISMS: SLIDERS AND LEVERS **Project: Make moving parts for a picture.** **Prior learning** • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. **Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. **Technical vocabulary** • slider, lever, pivot, slot, bridge/guide • card, masking tape, paper fastener, join • pull, push, up, down, straight, curve, forwards, backwards • design, make, evaluate, user, purpose, ideas, design criteria, product, function	**STRUCTURES: FREESTANDING STRUCTURES** **Project: Playground Structures** **Prior learning** • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. **Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. **Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** • Know how to make freestanding structures stronger, stiffer and more stable. **Technical vocabulary** • cut, fold, join, fix • structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved • metal, wood, plastic • circle, triangle, square, rectangle, cuboid, cube, cylinder • design, make, evaluate, user, purpose, ideas, design criteria, product, function	**FOOD: PREPARING FRUIT AND VEGETABLES** **Project: Design and make a healthy meal** **Prior learning** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*. **Technical vocabulary** • fruit and vegetable names, names of equipment and utensils • sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard • flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

	AUTUMN	SPRING	SUMMER
	PEOPLE AND EVENTS FROM THE PAST	**THE RAINFOREST**	**OUR WORLD**
Year 2	**TEXTILES: TEMPLATES AND JOINING TECHNIQUES** **Project: Christmas stockings** **Prior learning** • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. **Designing** • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. **Evaluating** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding** • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. **Technical vocabulary** • names of existing products, joining and finishing techniques, tools, fabrics and components • template, pattern pieces, mark out, join, decorate, finish • features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	**FOOD: PREPARING FRUIT AND VEGETABLES** **Project: Rainforest Fruit Salad** **Prior learning** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*. **Technical vocabulary** • fruit and vegetable names, names of equipment and utensils • sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard • flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	**MECHANISMS: WHEELS AND AXLES** **Project: Wheeled vehicles** **Prior learning** • Assembled vehicles with moving wheels using construction kits. • Explore moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. **Designing** • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. **Evaluating** • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. **Technical knowledge and understanding** • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. **Technical vocabulary** • vehicle, wheel, axle, axle holder, chassis, body, cab • assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism • names of tools, equipment and materials used • design, make, evaluate, purpose, user, criteria, functional

Year 3	THE STONE AGE, BRONZE AGE & IRON AGES (EARLY SETTLERS)	THE UK	ANCIENT CIVILISATIONS
	TEXTILES: 2D SHAPE TO 3D PRODUCT **Project: Stone Age Sewing** **Prior learning** • Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products. **Designing** • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. **Evaluating** • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. **Technical knowledge and understanding** • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. **Technical vocabulary** • shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity • marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating • font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype	**STRUCTURES: SHELL STRUCTURES, INCLUDING COMPUTER AIDED DESIGN** **Project: Rock Collection Storage Boxes** **Prior learning** • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. **Designing** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. **Making** • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. **Technical knowledge and understanding** • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. **Technical vocabulary** • fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance • user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	**FOOD: HEALTHY AND VARIED DIET** **Project: Healthy Smoothies** **Prior learning** • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and The eatwell plate. • Have used some equipment and utensils and prepared and combined ingredients to make a product. **Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. **Technical vocabulary** • name of products, names of equipment, utensils, techniques and ingredients • texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury • hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet • planning, design criteria, purpose, user, annotated sketch, sensory evaluations

Year 4	RIVERS AND THE WATER CYCLE	INVADERS AND SETTLERS- THE ROMANS	INVADERS AND SETTLERS - ANGLO SAXONS / VIKINGS
	FOOD: HEALTHY AND VARIED DIET **Project: European Foods and Food Miles** **Prior learning** • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and The eatwell plate. • Have used some equipment and utensils and prepared and combined ingredients to make a product. **Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. **Technical vocabulary** • name of products, names of equipment, utensils, techniques and ingredients • texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury • hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet • planning, design criteria, purpose, user, annotated sketch, sensory evaluations	**MECHANISMS: LEVERS AND LINKAGES** **Project: Roman catapults** **Prior learning** • Explored and used mechanisms such as flaps, sliders and levers. • Gained experience of basic cutting, joining and finishing techniques with paper and card. **Designing** • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. **Technical vocabulary** • mechanism, lever, linkage, pivot, slot, bridge, guide • system, input, process, output • linear, rotary, oscillating, reciprocating • user, purpose, function • prototype, design criteria, innovative, appealing, design brief	**ELECTRICAL SYSTEMS: SIMPLE CIRCUITS AND SWITCHES, INCLUDING PROGRAMMING AND CONTROL** **Project: TBC** **Prior learning** • Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. • Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. **Designing** • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. **Making** • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. **Technical knowledge and understanding** • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. **Technical vocabulary** • series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, Crocodile clip • control, program, system, input device, output device • user, purpose, function, prototype, design criteria, innovative, appealing, design brief

Year 5	THE ANCIENT MAYA	LOCAL HISTORY STUDY: BRAMALL HALL AND WOODFORD	NORTH AMERICA
	MECHANISMS: PULLEYS OR GEARS **Project: Marble Run - Taught within Friction Science lessons** **Prior learning** • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. **Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. **Technical vocabulary** • pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor • circuit, switch, circuit diagram • annotated drawings, exploded diagrams • mechanical system, electrical system, input, process, output • design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief	**FOOD: CELEBRATING CULTURE AND SEASONALITY** **Project: North American Healthy Food** **Prior learning** • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. **Technical vocabulary** • ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs • fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality • utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	**STRUCTURES: FRAME STRUCTURES** **Project: Creating photo frames for our photos (art unit work)** **Prior learning** • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. **Designing** • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** • Understand how to strengthen, stiffen and reinforce 3-D frameworks. **Technical vocabulary** • frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent • design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

		• design specification, innovative, research, evaluate, design brief	
Year 6	**WARS THROUGH TIME (2 x PROJECTS IN AUTUMN TERM)**		**ANCIENT GREECE (SPRING TERM)**
	ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES, INCLUDING PROGRAMMING, MONITORING AND CONTROL **Project: Lighthouse** **Prior learning** • Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off. **Designing** • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. **Technical knowledge and understanding** • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. **Technical vocabulary** • series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart • function, innovative, design specification, design brief, user, purpose	**TEXTILES: COMBINING DIFFERENT FABRIC SHAPES, INCLUDING COMPUTER-AIDED DESIGN** **Project: Quilt making & Christmas stockings using recycled materials ('Make Do & Mend')** **Prior learning** • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces. **Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding** • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. **Technical vocabulary** • seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces • name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper • design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	**FOOD: CELEBRATING CULTURE AND SEASONALITY** **Project: Greek Flat Breads** **Prior learning** • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. **Technical vocabulary** • ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs • fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality • utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

			• design specification, innovative, research, evaluate, design brief