

# Whole School D&T Curriculum

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
		<p>STONE AGE BAGS</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>-With growing confidence, use <b>research</b> and <b>develop</b> a <b>design</b> that is <b>fit for purpose aimed at particular individuals or a group</b>.</li> <li>-Confidently and independently order the main stages of making a product.</li> <li>-Explore, <b>generate</b>, <b>develop</b> and <b>communicate</b> their ideas through discussion and <b>annotated sketches</b> when designing.</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>-Sew using a range of different stitches, weave or knit. Measure, tape or pin, cut and join fabric with some accuracy.</li> <li>-Apply their knowledge of measure, <b>cutting</b>, <b>shaping</b>, <b>joining and finishing</b> with some <b>accuracy</b>.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>-Begin to <b>investigate</b> and <b>analyse</b> a range of existing products</li> </ul>		<p>SUPERHEROES</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>-With growing confidence, use <b>research</b> and <b>develop</b> a <b>design</b> that is <b>fit for purpose aimed at particular individuals or a group</b>.</li> <li>-Explore, <b>generate</b>, <b>develop</b> and <b>communicate</b> their ideas through discussion and <b>annotated sketches</b> when designing.</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>-Start to understand that <b>mechanical systems</b> such as levers or pneumatic systems create movement.</li> <li>-Start to work safely and <b>select tools and equipment, from a wider range</b>, for making their product.</li> <li>-Apply their knowledge of measure, <b>cutting</b>, <b>shaping</b>, <b>joining and finishing</b> with some <b>accuracy</b>. Show some understanding of <b>strengthening, stiffening and reinforcing</b>.</li> <li>-Show some understanding of <b>strengthening, stiffening and reinforcing</b>.</li> </ul>	<p>HEALTHY FOOD PLATE</p> <p><u>Cooking &amp; Nutrition:</u></p> <ul style="list-style-type: none"> <li>-Start to know <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world.</li> <li>-Begin to know that activity, healthy food and drink are needed for a healthy body.</li> <li>-Start to understand that a <b>healthy diet</b> is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</li> <li>-Begin to understand how to use a <b>range of techniques</b>.</li> <li>-Understand how to prepare and cook a <b>variety of predominantly savoury dishes</b> safely.</li> </ul>	

		-Record their evaluation through a written supportive framework.		<u>Evaluate:</u> -Start to use design criteria to evaluate finished product against own designs -Learn about key events and individuals who have helped shape the world (inventors/designers/engineers/chefs/manufacturers of ground-breaking products)		
<b>YEAR 4</b>	<b>DESTINATION EUROPE</b>	<b>ROCK BAND</b>	<b>TIME COP</b>	<b>I'M A CHILD, GET ME OUT OF HERE!</b>	<b>Wizarding World!</b>	<b>ALL THE WORLD'S A STAGE</b>
	PIZZA <u>Cooking &amp; Nutrition:</u> -Start to understand <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world. -Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'. -Know that activity, healthy food and drink are needed for a healthy body. -Understand how to prepare and cook a <b>variety of predominantly savoury dishes</b> safely and hygienically including, where appropriate, the use of a heat source. -Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.  <u>Evaluate:</u>	ROCKBAND STAGE <u>Design:</u> -With confidence, use <b>research</b> and <b>develop design criteria</b> that is <b>innovative</b> and <b>fit for purpose aimed at particular individuals or a group</b> . -Confidently <b>generate, develop and communicate</b> their ideas through <b>cross sectional and annotated sketches</b> .  <u>Make:</u> -Know how simple <b>electrical circuits</b> incorporating <b>switches</b> and <b>bulbs</b> and components can be used to create <b>functional products</b> . Start to understand <b>mechanical and electrical systems</b> -Select appropriate <b>tools</b> and <b>materials</b> from a <b>wider range</b> for making their		MOVING ANIMAL MOUTHS  <u>Design:</u> Confidently <b>generate, develop and communicate</b> their ideas through <b>cross sectional and annotated sketches</b> . <u>Make:</u> -Begin to understand that <b>mechanical systems</b> such as levers or pneumatic systems create movement. -Know how to measure, mark out, <b>cut</b> and <b>shape</b> using appropriate tools, equipment and techniques.	MAGICAL BROOMSTICKS <u>Design:</u> -With confidence, use <b>research</b> and <b>develop design criteria</b> that is <b>innovative</b> and <b>fit for purpose aimed at particular individuals or a group</b> . -Confidently <b>generate, develop and communicate</b> their ideas through <b>cross sectional and annotated sketches</b> . -Develop the order of the making of the product and which materials and equipment to be used.  <u>Evaluate:</u> -To <b>investigate</b> and <b>analyse</b> , with some confidence, a <b>range of existing products</b> -Evaluate others products and identify criteria that can be used for their own designs - Know about key events and individuals who have helped shape the world	

	<p>-Begin to explain how to improve their design and use criteria to evaluate products</p> <p>-Record their evaluation by responding to a questionnaire.</p>	<p>product effectively and safely.</p> <p>-Know how to measure, mark out, <b>cut</b> and <b>shape</b> using appropriate tools, equipment and techniques.</p> <p>-Apply their understanding of computing to program their products.</p> <p>-Begin to use <b>finishing</b> techniques to <b>strengthen, stiffen</b> and improve the appearance of <b>more complex structures</b>.</p> <p><u>Evaluate:</u></p> <p>-Begin to explain how to improve their design and use criteria to evaluate products</p> <p>-Start to <b>evaluate their ideas and product</b> against their own designs, while considering <b>others views</b> with a degree of fairness.</p>			(inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products)	
<b>YEAR 5</b>	<b>JOURNEY TO THE AMAZON</b>	<b>MISSION: SPACE</b>	<b>SAXON SETTLERS AND VIKIING INVADERS</b>	<b>THE CIRLCE OF LIFE</b>	<b>THE GREAT OAK HILL SEWING BEE</b>	<b>ALL THE WORLD'S A STAGE</b>
	<p><b>Exhibition</b></p> <p>-where and how food is grown reared, caught and processed</p> <p>-Use annotated sketches</p> <p>- planning how to use materials, equipment and processes, and suggesting alternative methods of making, if first attempts fail</p>	<p><b>SPACE COLONY</b></p> <p><u>Design:</u></p> <p>-Confidently use results of research, information sources, including ICT when developing design ideas.</p> <p>-Use annotated sketches</p> <p>- planning how to use materials, equipment and processes, and suggesting</p>	<p><b>ANGLO-SAXON SOUP</b></p> <p><u>Cooking &amp; Nutrition</u></p> <p>-where and how food is grown reared, caught and processed</p> <p>- Begin to understand that seasons may affect the food available.</p> <p>-Understand how food is processed into ingredients</p> <p>-Understand that different food and drink contain</p>	<p><b>BLOGGING - TRAINING VIDEO</b></p> <p><u>Design:</u></p> <p>-Confidently use results of research, information sources, including ICT when developing design ideas.</p>	<p><b>SEWING</b></p> <p><u>Design:</u></p> <p>-Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if first attempts fail.</p> <p>- Use annotated sketches, exploded diagrams</p>	

	<p>-Test and begin to evaluate finished products against their own specification, considering purpose and appearance.</p>	<p>alternative methods o.f making, if first attempts fail</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>- Select, from a wider range, the appropriate materials, tools and techniques</li> <li>- Begin to measure, mark out, cut and join more accurately</li> <li>- Know how mechanical systems (pulleys) create movement.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>- Using an understanding of the product, investigate and analyse a range of existing products</li> <li>-Test and begin to evaluate finished products against their own specification, considering purpose and appearance.</li> <li>-Talk about key events and individuals who have helped shape the world (inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products)</li> </ul>	<p>different substances – nutrients, water and fiber – that, combined with regular exercise are needed for health.</p> <p>Know what proportion of your meal these should be.</p> <ul style="list-style-type: none"> <li>-Know how to prepare and cook a variety of <b>predominantly savoury dishes</b> safely and hygienically including, where appropriate, the use of a heat source.</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>-Use annotated sketches</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>-Begin to measure, mark out, cut and join more accurately to ensure a good-quality finish to the product.</li> <li>-Understand how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>-Consider the views of others to improve their products</li> <li>-Record their evaluations through a paragraph indicating the improvements and the successes.</li> </ul>		<p><u>Make:</u></p> <ul style="list-style-type: none"> <li>- <b>With confidence pin, sew and stitch materials together to create a product.</b></li> <li>- Use finishing techniques to strengthen and improve the appearance of their product</li> <li>- Begin to measure, mark out, cut and join more accurately</li> <li>- Select, from a wider range, the appropriate materials, tools and techniques</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>- Using an understanding of the product, investigate and analyse a range of existing products</li> <li>- Start to evaluate their ideas and product against their own designs</li> <li>- Begin to evaluate honestly and critically</li> <li>- Record their evaluations through a paragraph indicating the improvements and the successes.</li> </ul>	
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YEAR 6	RING OF FIRE	THE OLD TOY SHOP	YOUR COUNTRY NEEDS YOU!	AT THE HEART OF IT ALL	MAKING MEMORIES	ALL THE WORLD'S A STAGE
		<p>VICTORIAN TOY</p> <p><u>Design:</u> -Communicate their ideas through <b>detailed labelled diagrams</b> including <b>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</b> where appropriate. -Draw up a detailed specification for their design.</p> <p><u>Make:</u> -Confidently select appropriate tools, materials, components and techniques and use them safely and accurately -Aim to make and to achieve a quality product, but can make modifications as they go along. -Construct products using permanent <b>joining</b> techniques and know how to <b>reinforce</b> and <b>strengthen</b> more <b>complex structures</b>. Understand how mechanical systems such as <b>cams, pulleys, linkages, levers and gears</b> create movement.</p> <p><u>Evaluate:</u> -Thoroughly evaluate <b>existing products</b></p>	<p>WW2 BUZZER</p> <p><u>Design:</u> - Understand more <b>complex electrical circuits</b> including <b>switches, buzzers, bulbs, and motors</b> to create functional products and how to <b>program</b> a computer to <b>monitor</b> and <b>control</b> their products. -Have a clear idea of what has to be done, identifying areas within the production that present particular difficulties.</p> <p><u>Make:</u> -Discuss key events and individuals who have helped shape the world (inventors/designers/engineers/chefs/manufacturers of ground-breaking products) -Confidently select appropriate tools, materials, components and techniques and use them safely and accurately</p>			<p>SHAKESPEAREAN BANQUET</p> <p><u>Design:</u> -Draw up a detailed specification for their design.</p> <p><u>Cooking &amp; Nutrition:</u> -Understand <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world. -Understand that <b>seasons</b> may affect the food available. -Understand how food is <b>processed</b> into ingredients that can be eaten or used in cooking. -Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. -Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. -Be able to explain that different food and drink contain different substances – nutrients,</p>

		<p>considering: how well they've been made, the use of materials, whether the product works, how they've been made, whether they are fit for purpose</p> <ul style="list-style-type: none"><li>-Evaluate ideas and finished products against their own specification, stating if it's fit for purpose</li><li>-Explain what would improve the final product and the effect different resources may have had</li></ul>				<p>water and fibre – that, combined with regular exercise are needed for health. Know what proportion of your meal these should be.</p> <p><u>Make:</u></p> <ul style="list-style-type: none"><li>-Aim to make and to achieve a quality product, but can make modifications as they go along.</li><li>-Consider the views of others to improve their products</li></ul>
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