

**DT Coverage and Progression of Substantive and Disciplinary Skills and Knowledge – EYFS, Key Stage 1 & 2 - Version 1, 2024**

A diagram of a school

Description automatically generated

Introduction:

**Overview of units and main disciplines revisited**

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|  | **Autumn 1** | **Autumn 2**  **Explicit D&T units** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **FS1** |  | **Structures** | | **Structures** | |  |  | **Cooking and nutrition** |
| **FS2** |  | **Moving mechanisms** | | **Textiles** | **Structures** |  |  | **Cooking and nutrition** |
| **Year 1** | **Structures** | **Moving mechanisms** | |  | | |  | **Cooking and nutrition** |
| **Year 2** |  | **Textiles** | |  | | |  | **Cooking and nutrition** |
| **Year 3** | **Cooking and nutrition** | **Moving mechanisms** | | **Structures** | | |  | **Cooking and nutrition** |
| **Year 4** |  | **Electrical systems** | | **Moving mechanisms** | | |  | **Cooking and nutrition** |
| **Year 5** |  | **Textiles** | | **Structures** | | |  | **Cooking and nutrition** |
| **Year 6** | **Textiles** | **Structures** | **Electrical systems** |  | | |  | **Cooking and nutrition** |

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| **Nursery Autumn 2, Pinecone Christmas Decoration** | |
| **Main DT Discipline: Structures** | |
| **Design Brief:** To make a (what) Christmas decoration for (who) yourself or someone you know to (what purpose) celebrate Christmas | |
| **EYFS Objectives:** | |
| **First milestone:**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Understand that they can draw shapes/ marks to represent objects/people.  **Second milestone** Exploring materials and beginning to understand different materials can be used in different ways.  Talk about what the materials look and feel like | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know different media can be combined for a purpose * I know how to use equipment safely | * I can develop my cutting, sticking and joining skills. * I can make my Christmas decoration stand up (stable) * I can make a Christmas decoration in order (chronology) |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can use different media to create a structure * I can safely use equipment * I can make my decoration stable * I can cut, stick and join things together better | sellotape, glue stick, plasticine, ruler, join, cut, stand, first, before, after, next, base. |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Nursery Spring 1, Salt Dough Hearts** | |
| **Main DT Discipline: Structures** | |
| **Design Brief:** To make a (what) salt-dough heart for (who) people that want to buy them for (what purpose) Valentine’s Day | |
| **EYFS Objectives:** | |
| **First milestone**  Develop their own ideas and then decide which materials to use to express them.  Explore different textures.  Understand that they can draw shapes/ marks to represent objects/people.  **Second milestone**  Understanding that paint brushes are used to paint and begin to show some control.  Exploring materials and beginning to understand different materials can be used in different ways.  Talk about what the materials look and feel like  Using objects/ tools to print with to create a pattern or image with support | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know what the heart shape looks like | * I can describe different textures * I can draw a design for my product * I can use a shape cutter tool * I can smooth the edges of salt-dough |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can draw a design * I can use a shape cutter | join, cut, first, next, smooth, edges |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Nursery Summer 2, Fruit Kebabs** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) fruit kebab for (who) themselves for (what purpose) a snack | |
| **EYFS Objectives:** | |
| **N2 Final Milestone**  PSED Care:Children can achieve a goal they have chosen, or one which is suggested to them.  **Physical:** Children will be eating independently and learning how to use a knife and fork  **N1 Final Milestone**  Physical:Use one handed tool independently such as scissors. | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know how to make food safely and hygienically (use of equipment and clean surfaces and hands) * I know what some risks are and can manage these * I know food vocabulary linked to taste, smell, texture and feel. * I know some about the need for a variety of foods in a diet (beginning to think about) | * I can practise some appropriate safety measures independently * I can follow instructions given one at a time by an adult. * I can use skills such as pulling, cutting, crushing and peeling. * I can work safely and hygienically. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can make food safely and hygienically * I can explain how I need to eat a mix of different foods * I can use various techniques such as pulling, cutting, crushing and peeling | apron, cut, crush, peel, pull, fork, knife, spoon, bowl, fruit and vegetable names |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| **Jamie Oliver** – chef. Jamie’s passion for healthy food has led him to launch a global campaign to tackle the child obesity epidemic through better food education in schools. Jamie is a an English chef, restaurateur and cookbook author. | |

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| **Reception Autumn 2, Christmas Baubles** | |
| **Main DT Discipline: Moving Mechanisms** | |
| **Design Brief:** To make a (what) reindeer bauble for (who) a friend or family member for (what purpose) a Christmas decoration | |
| **EYFS Objectives:** | |
| **Third milestone**  Joining materials using, tape, glue and other resources with support.  Choosing and using different materials for different effects  **Final milestone**  Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.  **Linked ELG**  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  **End points** Create and Perform.  To share or perform a creation of theirs to others. Children will be able to create collaboratively using tools safely, experimenting and creating observational drawings, experiment with colour, design and evaluate, adapt and develop to create a variety of art and design products. Children will be able to work collaboratively to invent, adapt and perform music and drama including using singing, musical instruments and a narrative | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know which materials are best to join * I know how to make a part move using a malleable or flexible material * I know language of designing and making (draw, join, longer, shorter, heavier etc.) | * I can join materials using glue * I can attach 2 different materials without using glue * I can make a moving part using malleable and flexible materials * I can thread through a hole * I can use scissors safely * I can choose materials for different effects |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can choose the best materials to use * I can explain how to make my design move * I can join materials using glue * I can attach objects without using glue | Draw, sellotape, glue stick, ruler, join, cut, forwards, backwards, sideways, up, down, attach, thread |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| **Hans Greiner** – designer/inventor  Like the Christmas tree, Christmas ornaments originated in Germany. Hans Greiner began to make glass Christmas ornaments called baubles during the 1800s. These were the first manufactured Christmas ornaments, and they were a huge success | |

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| **Reception Spring 1, Salt-dough hearts** | |
| **Main DT Discipline: Structures/Textiles** | |
| **Design Brief:** To make a (what) salt-dough heart for (who) people that want to buy them for (what purpose) Valentine’s Day | |
| **EYFS Objectives:** | |
| **Third milestone**  Joining materials using, tape, glue and split pins with support.  Choosing and using different materials for different effects  **Final milestone**  Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  **Linked ELG**  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  **End points** Create and Perform.  To share or perform a creation of theirs to others. Children will be able to create collaboratively using tools safely, experimenting and creating observational drawings, experiment with colour, design and evaluate, adapt and develop to create a variety of art and design products. Children will be able to work collaboratively to invent, adapt and perform music and drama including using singing, musical instruments and a narrative. | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know how to make a heart shape using a cutter | * I can choose and use materials for different effects * I can record experiences by drawing, writing or voice recording * I can use a shape cutter independently * I can push a hole through the salt-dough for my thread * I can thread through a hole |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can choose materials for different effects * I can draw, write or voice record my experiences * I can thread through a hole | Attach, thread, cut, first, next, smooth, edges |
| **Direct prior learning links:** | **Direct future learning links:** |
| * Nursery Salt-dough heart unit |  |
| **Significant Designer and info and Curriculum links** | |
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| **Reception Summer 2, Granola bars** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) granola bar for (who) themselves for (what purpose) a snack | |
| **EYFS Objectives:** | |
| **End point ELG**  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Use a range of small tools, including scissors and cutlery.  **End point ELG – care (PSED)**  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know appropriate use of senses e.g., when tasting different foods. * I know where many common foods come from, such as eggs, bacon and milk, and begin to explore those grown/produced locally * I know the need for a variety of foods in a diet. * I know how to make an activity safe and hygienic | * I can carry out instructions with support * I can measure and weigh food items, non-statutory measures e.g., spoons, cups * I can work safely and hygienically. * I can knead and shape a range of food and ingredients. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain the need for a mix of foods * I can describe how to work safely and hygienically * I can knead and shape a range of foods * I can measure and weigh food items accurately | Apron, cut, mix, fork, knife, bowl, taste, senses |
| **Direct prior learning links:** | **Direct future learning links:** |
| * Nursery |  |
| **Significant Designer and info and Curriculum links** | |
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| **Year 1 Autumn 1, Big Ben model** | |
| **Main DT Discipline: Structures (Geography link)** | |
| **Design Brief:** To make a (what) Big Ben model for (who) tourists that visit London as (what purpose) a souvenir | |
| **National Curriculum Objectives:** | |
| **Design** -design purposeful, functional, appealing products for themselves and other users based on design criteria  -generate, develop, model and communicate their ideas through **talking and drawing**.  **Make** -select from and use a range of tools and equipment to perform practical tasks [for example, **cutting**, shaping, **joining** and **finishing**]  -select from and use a wide range of materials and components, including construction materials according to their characteristics  **Evaluate** -evaluate their ideas and products against design criteria  **Technical knowledge** -build structures, exploring how they can be made **stronger**, **stiffer** and more stable | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * Know that the base of the Elizabeth Tower (which holds Big Ben) is square * Know that the Elizabeth Tower (which holds Big Ben) is a frame structure, since it has an almost hollow inside apart from bells and mechanisms. | * I can use scissors and other tools safely and accurately * I can select appropriate materials to join two pieces of material together |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can describe the shape of the base of the Elizabeth Tower (which holds Big Ben) * I can use equipment safely * I can select appropriate materials to join two pieces of material together | Stable, stiff, raised, flexible, weak, strong, base, join, architect |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info** | |
| * **Augustus Pugin** was an English architect, designer and artist who is remembered for his role in the Gothic Revival style of architecture. He is known for his work in Westminster, London, and its iconic clock tower, later renamed the Elizabeth Tower, which houses the bell, Big Ben. Pugin designed many churches in England, Ireland and Australia. | |

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| **Year 1 Autumn 2, Christmas Card** | |
| **Main DT Discipline: Moving Mechanisms** | |
| **Design Brief:** To make a (what) Christmas card for (who) a friend or family member to (what purpose) celebrate Christmas | |
| **National Curriculum Objectives:** | |
| **Design** -design purposeful, **functional**, **appealing** products for themselves and other users based on design criteria  -generate, develop, model and communicate their ideas through talking, drawing and **mock-ups.**  **Make** -select from and use a range of tools and equipment to perform practical tasks [for example, **cutting**, **shaping**, **joining** and finishing]  -select from and use a wide range of materials and components, including construction materials  **Evaluate** -explore and evaluate a range of existing products  -evaluate their ideas and products against design criteria  **Technical knowledge** -explore and use mechanisms [for example, **levers**, **sliders**, wheels and axles], in their products. | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * Know that I need to have a mechanism to create movement * I know that I need to slide, push or pull the mechanism to make it move * I know that a pivot allows a lever to move up and down | * I can create a moving part to place onto a Christmas card * I can make a slider mechanism * I can make a lever and pivot mechanism |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain how I need a mechanism to create movement * I can create a moving part to place onto a Christmas card | Join, movement, mechanism, pivot, lever, slider, wheel |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info** | |
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| **Year 1 Summer 2, Fruit salad** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) fruit salad with yoghurt for (who) themselves for (what purpose) a summer’s day snack | |
| **National Curriculum Objectives:** | |
| **Cooking and nutrition**  -use the basic principles of a healthy and varied diet to prepare dishes  -understand where food comes from.  **Design**  -design purposeful, functional, appealing products for themselves and other users based on design criteria  -generate, develop, model and communicate their ideas through talking. **Writing a recipe & instructions.**  **Make**  -select from and use a range of tools and equipment to perform practical tasks [for  example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including ingredients, according to their characteristics  **Evaluate**  -explore and evaluate a range of existing products  -evaluate their ideas and products against design criteria | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that all food comes from plants or animals * I know that everyone should eat five portions of fruit and vegetables a day * I know how to prepare simple dishes safely * I understand hygiene rules when cooking | * I can sort foods into different groups * I can use techniques such as cutting, peeling and grating. * I can make a healthy summer snack for myself |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain where some food comes from * I can describe what I need to do to be cook hygienically * I can use different techniques such as cutting, peeling and grating * I can make a healthy summer snack for myself | Plants, animals, fruit, vegetables, safely, cut, peel, grate, tear, ingredients |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info** | |
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| **Year 2 Autumn 2, Christmas bauble** | |
| **Main DT Discipline: Textiles** | |
| **Design Brief:** To make a (what) Christmas bauble for (who) themselves and their Christmas tree to (what purpose) celebrate Christmas. | |
| **National Curriculum Objectives:** | |
| **Design**  -design purposeful, functional, appealing products for themselves and other users  based on design criteria  -generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.  **Make**  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including textiles according to their characteristics  **Evaluate**  -explore and evaluate a range of existing products  -evaluate their ideas and products against design criteria | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that baubles can be made from different materials * I know that some fabrics will be harder to hand sew and that for more difficult fabrics we would use a sewing machine * I know that there are different stitches that give different finishes * I know what a mock up is and how to create one ready for my final product | * I can thread a needle safely * I can cut safely with scissors * I can sew using the running stitch and the over stitch * I can make a knot with the thread to finish the stitch neatly |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can describe which materials may be harder to sew with * I can explain different types of stitches * I can thread a needle safely * I can sew using a running stitch and the over stitch | Sew, needle, thread, fabric, bauble, stitch, appealing, creativity, design |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info** | |
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| **Year 1 Summer 2, Sandwich making** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) sandwich for (who) themselves for (what purpose) a picnic lunch | |
| **National Curriculum Objectives:** | |
| **Cooking and nutrition**  -use the basic principles of a healthy and varied diet to prepare dishes  -understand where food comes from.  **Design**  -design purposeful, functional, appealing products for themselves and other users based on design criteria  -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**  -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**  -explore and evaluate a range of existing products  -evaluate their ideas and products against design criteria | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that that food has to be farmed, grown elsewhere (e.g., home) or caught * I know that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this. * I understand safety procedures for cooking with equipment. * I understand hygiene rules for cooking | * I can name and sort foods into the five groups in ‘The Eatwell Plate’. * I can prepare simple dishes without a heat source. * I can use techniques such as snipping, spreading and peeling |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain how foods can be farmed, grown elsewhere or caught * I can follow safety procedures for cooking with equipment * I can prepare simple dishes without a heat source * I can use techniques such as snipping, spreading and peeling | Farmed, Eatwell plate, prepare, equipment, healthy, measure, half, quarter, snip, spread, chef, manufacturer |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| **Abby Fisher**, One of the First African-American Cookbook Authors. Upon arriving in San Francisco, she used her talents to set up a preserves business along with her husband. And while the 1880 census notes his profession as “pickle and preserves manufacturer,” the business was under her name, “Mrs. Abby Fisher & Co.” | |

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| **Year 3 Autumn 1, Make a crumple pie** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make an (what) apple crumble for (who) the children and parents for (what purpose) UK celebration day | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **appealing** products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through **discussion**  **Make**  -select from and use a wider range **of tools and equipment** to perform practical tasks [for example, **cutting**, shaping, joining and finishing], accurately  -select from and use a wider range of materials and components, including **ingredients**, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of **existing products**  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **Cooking and Nutrition**  -understand and apply the principles of a **healthy and varied diet**  -prepare and cook a variety of **predominantly savoury** dishes using a range of cooking techniques  -understand **seasonality**, and know where and how a variety of ingredients are grown, reared, caught and processed. | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that an apple crumble is an example of a great British dish * I know that crumbles are a true British dessert, which can be made any time of the year using seasonal fruit. * I know how to work safely when using cooking equipment | * I can use a range of techniques such as peeling, cutting, measuring and mixing * I can combine a range of ingredients to make an apple crumble |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain why a British crumble can be made throughout the year * I can work safely when using cooking equipment * I can use a range of techniques such as peeling, cutting, measuring and mixing * I can combine a range of ingredients to make an apple crumble | Join, combine, chop, slice, stir, thoroughly, rub |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 3 Autumn 2, Moving Storybooks** | |
| **Main DT Discipline: Moving Mechanisms** | |
| **Design Brief:** To make a (what) moving toy for (who) a friend or family member as (what purpose) a gift | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **functional**, **appealing** products that are **fit for purpose**, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, **annotated sketches** and **prototypes**.  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks[for example, cutting, shaping, **joining** and **finishing**], accurately  -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities  **Evaluate** -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -**understand how key events and individuals in design and technology have helped shape the world**  **Technical knowledge**  -understand and use mechanical systems in their products  -apply their understanding of how to strengthen, stiffen and reinforce more complex structures | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know how objects use air pressure to make them work * I know how to create pneumatic mechanisms * I know how to make parts move using pneumatic systems * I know about John Boyd Dunlop and the effect he had on the pneumatic industry | * I can create a **mock-up/prototype** of moving parts using pneumatic systems * 6 PNEUMATIC MONSTERS ACTIVITY KIT - A Science iT! Activity - Science2LifeI can create a moving part using pneumatic systems * I can make a Christmas toy that includes a pneumatic system |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can describe how using air pressure can make my model move * I can create a prototype of moving parts using pneumatic systems * I can use a pneumatic system in my final model to make it move | Inflate, pneumatic systems, compressed, pressure, effective, mechanism, inventor, purpose, evaluate |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| **John Boyd Dunlop** invented the first pneumatic tyre for his son’s tricycle. He found by inflating a rubber tube, they rolled better and gave a smoother ride. He popularised the pneumatic inflatable tyre and is remembered for founding the company, Dunlop Tyres. | |

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| **Year 3 Spring 1/2, Iron Age Roundhouse** | |
| **Main DT Discipline: Structures** | |
| **Design Brief:** To make a (what) model Iron Age roundhouse for (who) an iron age family (what purpose) to keep them sheltered | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **functional**, appealing products that are fit for purpose, **aimed at particular individuals or groups**  -generate, develop, model and communicate their ideas through discussion, annotated sketches, **cross-sectional diagrams**  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, **shaping**, **joining** and finishing], accurately  -select from and use a wider range of materials and components, including **construction materials** according to their functional properties and aesthetic qualities  **Evaluate**  -evaluate their ideas and products against their own **design criteria** and consider the **views of others** to improve their work  **Technical knowledge**  -apply their understanding of how to **strengthen**, stiffen and **reinforce** more **complex structures** | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that a roundhouse it a structure with a circular base/plan * I know that a roundhouse would have been made from upright timbers * I know that the roof was constructed of large timbers and then thatched * I know that the frame was joined together with sticks called wattle and sealed with daub | * I can select from a range of materials according to their functional properties * I can join together 2 pieces of material using appropriate materials * I can find ways to **reinforce** my structure so that it stands without falling |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain the structure of a roundhouse * I can select appropriate materials for my design * I can join materials together * I can explore ways to reinforce my structure so it is stable | Stable, joining, reinforce, 3d shape names, net, 3d, structure, framework, strengthen |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 3 Summer 2 (RSHE Link), Bread and a dip** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make (what) hedgehog bread and cucumber dip for (who) themselves for (what purpose) a balanced snack | |
| **National Curriculum Objectives:** | |
| **Cooking and Nutrition**  -understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  **Design**  -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -understand how key events and individuals in design and technology have helped  shape the world | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that food is grown, reared and caught. * I understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’. * I understand that to be active and healthy, food and drink are needed to provide energy for the body. | * I can prepare and cook a predominantly savoury dish safely and hygienically including the use of a heat source. * Hedgehog rolls - Cooking with my kidsI can use a range of techniques such as sifting, kneading and shaping * I can measure using digital scales with support to obtain accuracy. * I can shape/mould - to create visually appealing products |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain where different foods come from * I can describe the best varieties of foods to create a balanced diet * I can prepare food safely and hygienically using a heat source | Grown, caught, reared, savoury, balance, active, healthy, energy, kneading, moulding, baking |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 4 Autumn 2, Christmas lantern** | |
| **Main DT Discipline: Electrical Systems** | |
| **Design Brief:** To make a (what) Christmas lantern for (who) themselves or family for (what purpose) a Christmas decoration | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of **innovative**, **functional**, **appealing** products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, **annotated sketches** and **computer-aided design**  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, **cutting**, shaping, **joining** and **finishing**], accurately  -select from and use a wider range of materials and components according to their **functional properties** and aesthetic qualities  **Evaluate**  -investigate and analyse a range of **existing products**  -evaluate their ideas and products against their own **design criteria** and consider the views of others to improve their work  **-understand how key events and individuals in design and technology have helped shape the world**  **Technical knowledge**  -understand and use electrical systems in their products [for example**, series circuits incorporating switches, bulbs**, buzzers and motors] | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that circuits with bulbs need a resistor and why * I know what an LED is and why people use them * I know that electricity flows in one direction * I know how to work safely around electrical components | * New Design Lantern made from Plastic Bottles at home |Best out of  waste-Christmas decoration idea… in 2023 | Plastic bottle art, Diy plastic  bottle, Christmas lantern ideasI can construct a working circuit with one or more bulbs * I can work safely around electrical component * I can use tools safely * I can create a light up Christmas lantern using my knowledge of electrical components * I can design my lantern using CAD |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can describe how a simple circuit works and what it needs * I can work safely with electrical components * I can construct a simple circuit with at least one bulb * I can design and create a lantern using my knowledge of electrical components * I can design my lantern using CAD | Illuminated, electrical circuit, components, resistor, incandescent, electrical terminal, insulated, CAD, engineer, inventor, design brief |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| In 1962, **Nick Holonyack,** a consulting engineer for General Electric, invented the first visible light LED. It was a red LED and he had used gallium arsenide phosphide as a substrate for the diode. Holonyack has earned the honour of being called the "Father of the light-emitting diode" for his contributions. He also holds 41 patents and his other inventions include the laser diode and the first light dimmer. | |

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| **Year 4 Spring 1/2 (History- Romans link), model catapult** | |
| **Main DT Discipline: Moving Mechanisms** | |
| **Design Brief:** To make a (what) model catapult for (who) a Roman Legatus Legionis (for what reason) looking to invade more countries. | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **functional**, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, **annotated Sketches** and **exploded diagrams**,  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks e.g. **joining** accurately  -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own **design criteria** and consider the views of others to improve their work  -understand how **key events** and individuals in design and technology have helped shape the world  **Technical knowledge**  -apply their understanding of how to strengthen, stiffen and reinforce more complex structures  -understand and use mechanical systems in their products – **wheels and axels** | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know there were 3 different designs of Roman catapult (trebuchet, ballista and catapult) * I know the invention of the catapult gave the Romans the ability to defeat more kingdoms. * I know the wheel and axle is a type of simple machine used to make tasks easier when manipulating force | * I can assemble and join accurately * I can assemble and join a wheel and axel that is fit for purpose |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain how a wheel and axle work together * I can assembly and join accurately * I can combine a wheel and axle into my model | Motion, rotary, assemble, attach, fling, catapult, mechanism, users, critique |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 4 Summer 2 (RSHE keeping healthy link), Vegetable soup** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) vegetable soup for (who) themselves for (what reason) a winter warmer meal | |
| **National Curriculum Objectives:** | |
| **Cooking and Nutrition**  -understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  **Design**  -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -understand how key events and individuals in design and technology have helped shape the world | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that food is grown, reared or caught in the UK and wider world * I 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’. * I know that to be active and healthy, food and drink are needed to provide energy for the body. | * I can cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of a heat source. * Easy Homemade Vegetable SoupI can use a range of techniques such as pressing, peeling, measuring and snipping |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain the types of foods which are needed for a healthy active body * I can cook a range of savoury dishes safely and hygienically * I can use a range of techniques such as pressing, peeling, measuring and snipping | Grown, reared, caught, savoury and sweet, heat source, taste, texture, smell, press, digital scales, snip, chop |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Year 5 Autumn 2, Christmas themed drawstring bag** | |
| **Main DT Discipline: Textiles** | |
| **Design Brief:** To make a (what) Christmas drawstring bag for (who) a friend or family member for (what purpose) gifts to be placed inside. | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **functional**, appealing products that are **fit for purpose**, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, **annotated sketches**, prototypes, **pattern pieces**  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, **joining** and finishing], accurately  -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -understand how key events and individuals in design and technology have helped shape the world | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know what cotton is and where it is grown * I know that products made from textiles are made from synthetic, plant or animal fibres. * I know that different textiles have different properties * I know the different ways to join materials in textiles | * I can sew on applique to my product * I can use the back stitch, whip stitch and running stitch * I can create pattern pieces * I can **join** two pieces of material together to give a clean finish * I can make a bag that is **functional** and **fit for purpose** |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can describe and use different ways to join materials * I can sew on applique to my product * I can use a back stitch, whip stitch and running stitch * I can make a functional bag which is fit for purpose | Synthetic, manufacture, garments, pattern pieces, hem, seams, applique, functionality, designer, innovative, scrutinise |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
| **Kenzō Takada** – designer. Growing up in Tokyo, it was taboo for a man to work in the fashion industry; Takada wasn’t even allowed to attend design school. But that did not stop him from moving to Paris and starting his own brand. From there, cultural norms were not the only thing Takada disrupted. He created ready-to-wear collections 45 years before it became widely adopted within the industry. He was also the first designer to have his ground-breaking, over-the-top floral patterns splashed across the European-dominated couture space at the time. | |

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| **Year 5 Spring 1/2 -alternate years (History, Ancient Egyptians link), Egyptian trinket box** | |
| **Main DT Discipline: Structures** | |
| **Design Brief:** To make an (what) Egyptian jewellery box for (who) themselves or someone else as a gift to (what purpose) store jewellery or small items inside | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, **functional**, **appealing** products that **are fit for purpose**, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through **discussion**, annotated sketches, cross-sectional and **exploded diagrams**, prototypes, pattern pieces and computer-aided design  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, **cutting**, **shaping**, **joining** and **finishing**], accurately  -select from and use a wider range of materials and components, including **construction materials**, textiles and ingredients, according to their **functional properties** and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own **design criteria** and consider the **views of others** to improve their work  **Technical knowledge**  -apply their understanding of how to **strengthen**, **stiffen** and **reinforce** more complex structures | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that my structure needs to be made of suitable material (in this case, MDF). * I know that my structure needs to be sturdy and strong to withstand the weight of the contents inside my trinket box. * I know that my trinket box needs to be square (measured and cut accurately). * I know that my trinket box needs to be ‘locked’. | * I can use a variety of tools and equipment, safely, to complete the DT task. * I can use suitable cutting, joining, shaping and finishing techniques in my DT task which is fit for purpose. * I can listen carefully to instructions in order to complete my DT task in a safe manner. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can choose appropriate suitable materials for my design * I can measure and cut accurately to be a square * I can safely use a variety of tools and equipment * I can use a suitable cutting, joining, shaping and finishing technique for my model | design brief, customer, purpose, cutting, shaping, joining, finishing techniques, complex structure, butt joint, brackets, supports, dowel, lock, hinge, measuring, accuracy, finesse |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 5 Spring 1/2 – alternate years (History, Ancient Greece link), Minotaur maze** | |
| **Main DT Discipline: Structures** | |
| **Design Brief:** To make an (what) Minotaur maze for (who) themselves (what purpose) to play as a game. | |
| **National Curriculum Objectives:** | |
| Design  -use research and develop design criteria to inform the design of innovative, **functional**, **appealing** products that **are fit for purpose**, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through **discussion**, annotated sketches, cross-sectional and **exploded diagrams**, prototypes, pattern pieces and computer-aided design  Make  -select from and use a wider range of tools and equipment to perform practical tasks [for example, **cutting**, **shaping**, **joining** and **finishing**], accurately  -select from and use a wider range of materials and components, including **construction materials**, textiles and ingredients, according to their **functional properties** and aesthetic qualities  Evaluate  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own **design criteria** and consider the **views of others** to improve their work  Technical knowledge  -apply their understanding of how to **strengthen**, **stiffen** and **reinforce** more complex structures | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that my structure needs to be made of suitable material (in this case, MDF). * I know that my structure needs to be sturdy and strong. * I know that my maze needs to be 3D (measured and cut accurately). * I know that my maze needs to be functional for the user | * I can use a variety of tools and equipment, safely, to complete the DT task. * I can use suitable cutting, joining, shaping and finishing techniques in my DT task which is fit for purpose. * I can listen carefully to instructions in order to complete my DT task in a safe manner. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can choose suitable materials for my design * I can measure and cut accurately * I can safely use a variety of tools and equipment * I can use suitable cutting, joining, shaping and finishing techniques | design brief, customer, purpose, cutting, shaping, joining, finishing techniques, complex structure, butt joint, brackets, supports, dowel, lock, hinge, measuring, accuracy, finesse |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 5 Summer 2 (RSHE keeping healthy link), cheese and vegetable muffins** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) cheese and vegetable muffin for (who) themselves for (what purpose) a healthy pudding | |
| **National Curriculum Objectives:** | |
| **Cooking and Nutrition**  -understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  **Design**  -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -understand how key events and individuals in design and technology have helped shape the world | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that seasons may affect the food available. * I know food is processed into ingredients that can be eaten or used in cooking. * I know that recipes can be adapted to change appearance, taste, texture and aroma (herbs) * I know that that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. | * I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. * I can use a range of techniques such as snipping and accurately measure and mix |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain why certain foods are only available at certain times of the year * I can explain how recipes can be adapted to suit the need * I can describe the different benefits of certain foods * I can use a range of techniques such as snipping and accurately measure and mix | Grown, reared, caught, seasonality, processed, healthy and varied diet, hygienically, aroma, nutrients, decisions |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 6 Autumn 1 (Geography, Brazil link), carnival mask** | |
| **Main DT Discipline: Textiles** | |
| **Design Brief:** To make a (what) Rio Carnival mask for (who) themselves for (what purpose) their Brazil theme day | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, **exploded diagrams and pattern pieces**  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and **finishing**], accurately  -select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that sequins are used to decorate apparel to enhance appearance and show * I know that different stitches have different aesthetic appearances | * I can use scissors, needles and other tools safely and accurately * I can stitch using the zig-zag stitch * I can sew on sequins using different methods for different finishes |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain how the look of different stitches look and when to use them * I can stitch using the zig-zag stitch * I can sew on sequins using different methods for different finishes | function, visual appeal, design criteria, zig-zag stitch, finishing, aesthetic, embellish, embroidery |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 6 Autumn 2, Christmas countdown calendar** | |
| **Main DT Discipline: Structures/Electrical Systems** | |
| **Design Brief:** To make a (what) wooden structure in the theme of a Christmas calendar for (who) themselves or as a gift for (what purpose) the countdown to Christmas | |
| **National Curriculum Objectives:** | |
| **Design**  -use research and develop design criteria to inform the design of **innovative**, **functional**, **appealing** products that are **fit for purpose**, **aimed at particular individuals or groups**  -generate, develop, model and communicate their ideas through discussion and **detailed** **annotated sketches**  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -select from and use a wider range of **materials** and **components**, including construction materials, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a **range of existing products**  -evaluate their ideas and products against their own **design criteria** and consider the **views of others** to improve their work  **Technical knowledge**  -apply their understanding of how to **strengthen**, stiffen and reinforce more **complex structures** | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that LED lights can be placed in a closed or series circuit. * I know that my structure needs to be made of suitable material (in this case, MDF). * I know that my structure needs to be sturdy and strong to withstand the weight of extra components. * I know that my calendar has to be created in a logical manner. | * I can use a variety of tools and equipment, safely, to complete the DT task. * I can use suitable cutting, joining, shaping and finishing techniques in my DT task which is fit for purpose. * I can listen carefully to instructions in order to complete my DT task in a safe manner. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can choose appropriate materials for my design to be sturdy and handle the extra parts * I can safely use a variety of tools and equipment * I can use suitable cutting, joining, shaping and finishing techniques | design brief, customer, purpose, cutting, shaping, joining, finishing techniques, LED, battery source, electrical circuit, complex structure, butt joint, measuring, accuracy, finesse |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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| **Year 6 Summer 2 (RSHE keeping healthy link), to make a quick and easy tea** | |
| **Main DT Discipline: Cooking and Nutrition** | |
| **Design Brief:** To make a (what) pasta dish for (who) themselves for (what purpose) a quick and easy tea time meal | |
| **National Curriculum Objectives:** | |
| **Cooking and Nutrition**  -understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  **Design**  -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  -investigate and analyse a range of existing products  -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  -understand how key events and individuals in design and technology have helped shape the world | |
| **By the end of this unit, children should *know: (substantive knowledge)*** | **By the end of this unit, children should be *able to: (disciplinary knowledge and skills)*** |
| * I know that seasons may affect the food available. * I know how food is processed into ingredients that can be eaten or used in cooking. * I know the importance of correct storage and handling of ingredients. * I know different food and drink contain different substances – nutrients, water and fibre – that are needed for health. | * I can create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures. * I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. * I can improve my skills in measuring, grating and cutting * I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. |
| **Sticky Knowledge:** | **Vocabulary:** |
| * I can explain how seasons affect food availability * I can explain the correct storage and handling procedures * I can describe how foods have a different substance and which are good for us * I can measure accurately and calculate ratios of ingredients * I can improve my skills in measuring, grating and cutting | Seasonality, processed, hygienically, substances, nutrients, temperatures, ratios, scale, gauge, risk taking |
| **Direct prior learning links:** | **Direct future learning links:** |
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| **Significant Designer and info and Curriculum links** | |
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