Reception	Design and Technology Content	Recurring ideas/themeswhat is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
	EYFS Expressive Arts and Design aims to enhance children's abilities to use media and materials and develop creative and imaginative approaches to tasks.			
	The most relevant statements for DT are taken from the following areas of learning:			
	 Physical Development 			
	 Expressive Arts and Design 			
	Ongoing provision.			
	• Mark making tools: We provide a range of different mark-making tools to encourage different techniques.			
	\cdot Paint: we encourage children to experiment and make their own colours and textures. We might add sponges and various paint brushes to help children get even more creative with their technique.			
	· Playdough: to encourage children to use our resources to craft purposeful playdough constructions.			
	• Collage materials: we encourage their sense of creativity by providing various collage materials with different colours, sizes, shapes and textures!			
	· Daily finger gym tasks to develop skills necessary to be able to design and create.			
	\cdot Busy bee activities, also daily to develop fine motor skills and construction.			

DT			
Three and Four- Year- Olds	Personal, Social and Emotional Development	 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 	
	Physical Development	 Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	
	Understanding the World	 Explore how things work. 	
	Expressive Arts and Design	 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop 	

		them and what to make.	
		ullet Develop their own ideas and then	
		decide which materials to use to	
		express them.	
		 Create closed shapes with 	
		continuous lines, and begin to use	
		these shapes to represent	
		objects.	
Reception	Physical Development	 Progress towards a more fluent 	
		style of moving, with	
		developing control and grace.	
		 Develop their small motor skills so 	
		that they can use a range of	
		tools competently, safely and	
		confidently.	
		 Use their core muscle strength to 	
		achieve a good posture	
		when sitting at a table or sitting on	
	E martin Astrono I Nacion		
	Expressive Arts and Design	• Explore, use and refine a variety of	
		their ideas and feelings	
		Deturn to and build on their	
		Return to and build on their	
		and developing their ability to	
		represent them.	
		· Create collaboratively sharing	
		idean narouncer and chille	

	ELG	Physical Development	Fine Motor Skills	 Use a range of small tools, including scissors, paintbrushes and cutlery. 			
		Expressive Arts and Design	Creating with Materials	 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. 			
Term One	Develop fin	e and gross motor	skills		• Explore, use and refine a variety of		Enjoy junk modelling.
Special Being Me;	Explore dif Self-portrai	ferent materials fro ts	eely		artistic effects to express their ideas and feelings		• Explore printing using different objects. • Join different materials using
Term 2 Let's Celebrate;	Making 3D fireworks Exploring Diwali, Rangoli patterns, mendhi patterns and making puppets.			Designing Explore the sensory qualities of materials Begin to use the language of designing and making, e.g. join.	Preparing for: Y3 Recycle moving poster Y4 Lighthouses	 Talk about Talk about what the materials look and feel like. 	

	Making birthday and Christmas cards and decorations	build and shape.	Y5 Pop up	Join materials
		Making: To learn to	book	together using
		construct with a	mechanism	sellotape.
		purpose in mind. To		• Use junk
		learn how to use a		modelling to
		range of tools, e.g.		create own
		scissors, hole punch,		representations
		stapler, woodworking		of
		tools, rolling pins, pastry		objects/people.
		cutters. Children have		Choose
		basic hygiene		different
		awareness.		materials for
		Analysing and		different
		Evaluating		effects. • Use
		Learning about planning		different cut
		and adapting initial		materials to
		ideas to make them		make a simple
		better. Begin to talk		image.
		about changes made		Use objects or
		during the making		tools to print a
		process, e.g. making a		pattern or
		decision to use a		image with
		different joining		support.
		method.		Print or collage
	Designing and creating small world story sets and boxes to support traditional	Designing Explore the	Preparing for:	independently
	tales	sensory qualities of	Y1 Puppets	to create a
		materials	Y3 Money	pattern or
		Begin to use the	Bags	image.
Term 3	Making 3D story props and puppets	language of designing		 Make props
		and making, e.g. join,		to use in their
		build and shape.		roleplay and
Once Upon		Making: To learn to		small world
a Time;		construct with a		play. • Combine
		purpose in mind. To		different
		learn how to use a		techniques to
		range of tools, e.g.		create a
		scissors, hole punch,		picture.
		stapler, woodworking		Evaluate and
		tools, rolling pins, pastry		adapt their
		cutters. Children have		work. • Explain

		basic hygiene		how they
		awareness.		created
		Analysing and		something.
		Evaluating		talking about
		Learning about planning		the materials
		and adapting initial		and techniques
		ideas to make them		they have used.
		better. Begin to talk		 Confidently
		about changes made		select and use
		during the making		variety of
		process, e.g. making a		materials, tools
		decision to use a		and techniques
		different joining		independently,
		method.		explain their
	Making planets 2D and 3D different effects and materials.	 Explore, use and 	Preparing for:	choices, and
		refine a variety of	Y1 wheels and	evaluate their
Term 4	Stone Age cave naintings	artistic effects to	axles	work.
	Stone Age cave paintings	express their ideas and	Y2 making a	
		feelings	moving	
Out of this	Dinosaur models		monster	
World;			Y3 Recycle	
			moving poster	
			Y5 Pop up	
			book	
			mechanism	
			Y6 Automata	
	Designing own minibeasts using a range of materials	• Explore, use and	Preparing for:	
		refine a variety of	Y1 wheels and	
Term 5		artistic effects to	axies	
		express their ideas and	Y2 making a	
Oh how we		reeings	moving	
			N2 Pocuelo	
grow;			moving poster	
			V5 Pop up	
			book	
			mechanism	
			Y6 Automata	
Out of this World; Term 5 Oh how we grow;	Dinosaur models Designing own minibeasts using a range of materials	• Explore, use and refine a variety of artistic effects to express their ideas and feelings	moving monster Y3 Recycle moving poster Y5 Pop up book mechanism Y6 Automata Preparing for: Y1 wheels and axles Y2 making a moving monster Y3 Recycle moving poster Y5 Pop up book mechanism Y6 Automata	

	Children design own imaginary fish and sea life creatures.	 Look carefully at images or model of a skeleton. Choose from a variety of resources, what resources to use to create their own skeleton. Talk about the parts of the body and how they are connected. 	Preparing for: Y1 wheels and axles Y2 making a moving monster Y3 Recycle moving poster Y5 Pop up book mechanism Y6 Automata	
Term 6				
Hooray for Fish;				

	Design and Technology Content	Recurring	Rationale	The
	What the national curriculum	ideas/themeswhat	(Why here?	disciplinary
	requires in design and technology at key stage 1	is the point of the	What is it	training
	When designing and making, pupils should be taught to:	content?	preparing	
	Design		them for?	
	 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 			
/ear 1	Evaluate			
	 Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 			
	Technical knowledge			
	 Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in 			
	their products.			
	 What the national curriculum requires in cooking and nutrition at key stage 1 Pupils should be taught to: Key stage 1 Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 			
	Year 1			
	Developing, planning and communicating ideas			
	Can they think of some ideas of their own?			

	Can they explain what they want to do? Can they use pictures and words to plan? Working with tools, equipment, materials and components to make quality products Can they explain what they are making? Which tools are they using? Evaluating processes and products Can they describe how something works? Can they talk about their own work and things that other people have done?	Decime	Propaging for:	Decimina
Wheels and Axles Moving Toys Designing a vehicle that includes wheels, axles and axle holders which will allow the wheels to move	 Pour do you think wheels move? Pupils to know that wheels and axles can be assembled in two different ways: – either the wheel is attached tightly to the axle and the axle is free to rotate, or – the axle is fixed with the wheel free to rotate around it. Know that wheels are simple machines for reducing the force of friction. Dragging something over rough ground is hard work, but wheels make it much easier by allowing the object to roll along A gentle turning force at the edge of the wheel can be used to make a stronger turning force near the middle of the wheel. Know that the axle is a rod that enables a wheel to rotate. The wheel can rotate freely on the axle or be fixed to, and turn with, the axle. Know that the axle holder is the component through which an axle fits and rotates. Pupils to know that the chassis is the frame or base on which a vehicle is built. Know that friction is resistance which is encountered when two things rub together. 	 Design Make Evaluate Mechanisms Key Vocabulary: Axle, axle holder, chassis, design, evaluation, mechanic, mechanism, model, test, wheel	Year 2; mechanisms ~ making a monster (pivots, levers and linkages) Year 3 Mechanical poster ~ levers and linkages Year 5 Pop-up book mechanisms (slider, lift up flap. Rotator, paper spring, box fold and mouth fold) Year 6 Automata (Cams)	 Designing Year 1: Pupils can be given an idea and know what to do. Describe my design using pictures. Follow a design criteria. Marking and cutting Use of net for cuboid Fixing and joining Try out different ways of making axle holders Mechanical and control skills Join wheels and axles Finishing Try out different finishing techniques collage, paint, cut out shapes Can they make a product which moves? Can they cut materials using scissors?

				Can they describe the materials using different words? Can they say why they have chosen moving parts?
				Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?
				Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?
Puppets	 What is a puppet? Pupils to know that puppetry is an ancient form of artistic expression that is a variation on story telling or human theatrical productions. Know that puppetry is an art form which is believed to have its roots in ancient cultures, more than 3000 years ago. Know that puppets can take a range of forms; hand puppet, rod puppet, shadow puppet, finger puppets. Pupils to know that a hand puppet (or glove puppet) is a type of puppet controlled by a hand or hands. It is usually formed from a hollow head and fabric body with a pair of arms. The space inside the puppet allows for a hand to control the head, 	 Design Make Evaluate Technical Knowledge Textiles Key vocabulary: Decorate, design, fabric, glue, model, hand	Preparing for; Year 2; Pouches (running stitch) Year 3 Cushions (applique) Year 4 Money bags Year 6 Mobile phone case (Back stitch, blanket stitch)	Marking out and cutting • Make clear labelled drawings • Using templates as a pre curser to pattern making. Experiment with using a template to draw and cut

 arms and body. Usually the hand puppet can be made to move by the puppeteer using two fingers inside the neck and a finger inside each arm. This allows them to manipulate and control the puppet's movements. Know how to join materials in a variety of ways: Running stitch; Begin the running stitch by poking your threaded needle up through the fabric. Poke the needle back down through the fabric next to where you just came up, and pull the thread down into your first stitch. Now poke your needle back up through the fabric, leaving a space from the previous stitch. Then poke the needle back down through the fabric again making your second stitch. Pupils to select from and use a wider range of tools and equipment to perform practical tasks. 	puppet, staple, stencil, template, running stitch	out 2 identical shapes • Cutting fabric Fixing and joining • Joining fabric by sewing-Practice basic sewing techniques – starting, ending, running stitch
practical tasks; Gluing, stapling and pinning.		Can they describe how different textiles feel? Can they make a product from textile by gluing? Can they cut materials using scissors? Can they describe the materials using different words?
		Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?
		Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools

				for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before
Fruit and Vegetables ~ The Super Salads/ Smoothies	 Hygiene Pupils to know about hygiene rules; tie hair back if it is long, wash hands, wash surfaces, roll up sleeves. What are the basic preparation skills? Know the following safe preparation skills; The Bridge and The Claw The bridge; Create a bridge over the food with your hand. The fingers should be on one side and the thumb should be on the other. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food. The Claw; Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food to be gripped. Then lean your fingers slightly forward of your nails so that you can't see your nails when you look down on your hand. What are the differences between fruit and vegetables? Pupils to know and identify a range of vegetables and fruits: potato, carrot, lettuce, swede, parsnip, apple, pear, plum, orange, grape, melon, pineapple, strawberry, raspberry, kiwi Know that fruits and vegetables need to be peeled or sliced. Pupils to know the difference between a fruit and a vegetable. Know that Fruits and vegetables are classified from both a botanical and culinary standpoint. A fruit develops from the flower of a plant, while the other parts of the plant are categorized as vegetables. Fruits contain seeds, while vegetables can consist of roots, stems and leaves. Pupils to know how to make a salad. Ensure the greens intended to be used for salads are dry. After washing the greens, ensure the greens are properly cut. They have to be in a nice sizable size to make it easier to chew. Take your big bowl and put the greens in it. Add to the bowl your preferred vegetable. The carrots, cucumber, some herbs if any among others. After the mixture of veggies, Before you forget, add salt and pepper to your salad. Finally, add any other thing that you may want in your salad like, cheesee	 Design Make Evaluate Food and Nutrition Key vocabulary: Fruit, healthy, ingredient, peel, slice, smoothie, vegetable	Preparing for: Year 2 Design and making a wrap Year 3 Eating seasonally Year 4 Biscuits Year 5 The Great Bake Off (Bread) Year 6 Where in the World? Global food	construction before building? Finishing skills, including food hygiene • Basic food handling, hygienic practices and personal hygiene, including how to control risks • Using a variety of tools and equipment to peel, cut , grate, mix and mould food • The nutritional value of fruit in a balanced diet Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food

How to make a smoothie Know how to make a smoothie;		they have made, e.g, cakes?
 How to make a smoothie First, add your liquids. Start with water, milk, yogurt, or fruit juice. Second, add any frozen ingredients, whether ice, juice, or fruit. Third, add large ingredients, including chopped or sliced fruit or vegetables. Fourth, add smaller, optional extras such as spices Finally, start blending at low speed. Gradually increase speed and blend to your desired consistency. Blend until smooth. 		

Year 2	Design and Technology Content Developing, planning and communicating ideas Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? Working with tools, equipment, materials and components to make quality products Can they join things (materials/ components) together in different ways? Evaluating processes and products What went well with their work? If they did it again, what would they want to improve?	Recurring ideas/themeswhat is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
Making a moving monster	 Pivots, levers and linkages Pupils to know that a mechanism is a collection of parts that work together to create a movement e.g. a bicycle Pupils to know that an input is something which starts a system e.g. pushing a bicycle. Pupils to know that output is the result of the input e.g. a bicycle wheel turning Know that a lever is something that turns on a pivot e.g. a door handle. Know that linkage is a system of levers Making linkages Pupils to know that lengths of materials that are joined together by pivots, so that the links can move as part of a mechanism. Know that a linkage is a system of levers that are connected by pivots. Design ideas Pupils to know how to sketch different designs, adding arrows to indicate the parts that move and the direction of movement. Making the monster model Pupils to know what length of card is best for the strongest linkage. Know how to reinforce the individual levers to make the linkage stronger. Pupils to know that leigt of card is do a reinforced card to make the linkage work. Pupils to know the importance of using a ruler to draw as aesthetics are important and uneven linkages will affect the mechanics of their linkage system. 	Design Make Evaluate Mechanisms Key Vocabulary Axle, input, linkage, mechanical, output, pivot, wheel	Prior Knowledge: Year 1; Wheels and axles/moving toys Preparing for: Year 2; mechanisms ~ making a monster (pivots, levers and linkages) Year 3 Mechanical poster ~ levers and linkages Year 5 Pop-up book mechanisms (slider, lift up flap. Rotator, paper spring, box fold and mouth fold) Year 6 Automata (Cams)	Marking out and cutting • Assemble strips of card to make levers and sliders Fixing and joining • Levers Finishing • Collage, colouring Can they join materials together as part of a moving product? Can they add some kind of design to their product? Can they measure materials to use in a model or structure?

				Can they join material in different ways? Can they use joining, folding or rolling to make materials stronger? Can they make sensible choices as to which material to
				use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?
	Preparing to sew	Design	Duine Kanavala dan	Marking out
	Pupils to know how to prepare the needle and thread for sewing. Know how to thread a needle, tying a	Make	Year 1	and cutting
	knot, sewing the stitch, tying the final knot.	Evaluate	Puppets	Iviake clear labelled
	Pupils to know how to do a running stitch:	Textiles	(running stitch)	drawings
	 Decide which is the top and bottom side of your <u>fabric</u>. Then, starting underneath your fabric, poke the needle through the fabric, pulling it out until the knot is caught on the bottom side of the fabric. Then in a staright line shout 1 on any framework and the thread energy and mut the needle hash. 	Kaussaaluula mu	Preparing for; Year 2; Pouches (running stitch)	Using paper patterns on
	2 Then, in a straight line about 1 cm away from where the thread comes out, put the needle back down through the fabric again nulling it right through until there is a small straight-line visible on	Key vocabulary:	Year 3	Tabric pipping tracing
	the top of the fabric.	running stitch, sew,	Cushions	around outline
Poucnes	Note: Do not go around and back under the fabric – it is an up-down stitch.	shape, stencil, thimble,	(applique)	of component
	3 Keep repeating these steps until the line is complete. You are then ready to tie the final knot	template	Year 4	parts • Cutting
			Money bags	with precision
	Making a pouch		Year 6	• Using computer
	Pupils to know that stitches should be small and close together so that they are strong. Know that		Case	graphics
	stitches should be near to the edge of the fabric so that the inside of the pouch is bigger and there is		(Back stitch,	drawing
	more space inside the pouch to keep things		blanket stitch)	packages as
				part of the
				design process

	Pupils to know that they should pin their pieces of fabric together carefully, ensuring that the edges line up perfectly before sewing the three sides of fabric together with neat, even stitches, tying a knot at the end of the thread at the at the start and end of the sewing. Decorating the pouch Pupils to know how to cut and glue as necessary to decorate their pouch			Fixing and joining • Fabric joining techniques – lacing, stitching, stapling, gluing, taping
				Can they measure textiles? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile?
				Can they measure materials to use in a model or structure? Can they join material in different ways?
				Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction?
Term 4 Design and making a wrap	Designing and making a wrap Pupils to know that a healthy diet should be balanced. Every day we should aim to eat; 2 portions of fruit, at least three portions of vegetables, some carbohydrates, some proteins, a small amount of oils and spreads.	Design Make Evaluate Food and Nutrition	Prior Knowledge Year 1 Fruit and Vegetables (Super salads/Smoothies)	Finishing skills, including food hygiene • Basic food handling, hygienic

	 Pupils to know how to plan for a set brief, following simple criteria, designing a healthy wrap Know how to prepare food safely and hygienically. Know how to chop and slice food safely using the bridge and claw grip. Pupils to know how to make a wrap Lay out the fillings in the middle of the wrap. Fold in the left and right sides to hold the filling in while you roll. Start to roll by folding the wrap side closest to you in one broad stroke over the fillings AND the folded sides. Use your ring fingers to pinch the sides in one more time before you finish rolling. This REALLY keeps the fillings intact. 	Alternative, diet, balanced diet, evaluation, healthy, ingredients, nutrients, packaging, refrigerator, sugar, substitute	Year 2 Design and making a wrap Year 3 Eating seasonally Year 4 Biscuits Year 5 The Great Bake Off (Bread) Year 6 Where in the World? Global food	practices and personal hygiene, including how to control risks • Using a variety of tools and equipment to peel, cut, grate, mix and mould food • The nutritional value of fruit in a balanced diet Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen?
Year 3	 Design and Technology Content What the national curriculum requires in design and technology at key stage 2 When designing and making, pupils should be taught to: 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 	Recurring ideas/themeswhat is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training

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		
Technical knowledge		
 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
Understand and use mechanical systems in their products [for example gears]		
pulleys, cams, levers and linkages]		
Understand and use electrical systems in their products [for example, series		
circuits incorporating switches, bulbs, buzzers and motors]		
Apply their understanding of computing to program, monitor and control their		
products.		
What the national curriculum		
 requires in cooking and nutrition at key stage 2 		
Pupils should be taught to:		
Key stage 2		
 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.		
Voor 2		
Developing planning and communicating ideas		
Can they show that their design meets a range of requirements?		
Can they show that their design meets a fallge of requirements:		

	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? Working with tools, equipment, materials and components to make quality products Can they use equipment and tools accurately? Evaluating processes and products What did they change which made their design even better?			
Eating Seasonally	 Where in the world? Pupils know that not all fruits and vegetables can be grown in the UK. Know that climates enable different fruits and vegetables. Know that farmers living in different climates (the average weather in a place) and the climate affects the crops the farmer can grow. Know that certain food types are grown in particular parts of the world; for example kiwis (NZ), Chilli peppers (Mexico), Bananas (Brazil), grapes (Argentina), Mango (Kenya) Pupils to know what hygiene procedures are required when preparing food. Know how to make a Japanese Fruit Skewer British Seasonal foods Pupils to know that importing food impacts on the environment and is one of the reasons why we should eat seasonal foods grown in the UK. Know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season. Know what the term seasonal means; available fresh for use as food said of fruits, vegetables, seafood, Know thow to make a crumble using fruit that is in season e.g. Autumn (Apples, pears, plums, blackberries) How to design and make a nutritious and tasty savoury tart using seasonal vegetables. Pupils to know the basic rules of hygiene and safety when working with food. Know that fruits and vegetables are good for us (They contain vitamins and minerals) Know that ruitamins, minerals and fibre help you to grow, give us energy, keep your skin, eyes, heart and digestive system healthy, heal when you get hurt Raibow foods: RED: Vitamin A; keeps your eyes healthy, vitamin C; helps heal cuts and wounds gums and teeth healthy, Lycopene; is found in tomatoes and protects the cells of your body. Potassium; protects your heart and blood vessels 	Design Make Evaluate Food and Nutrition Key Vocabulary: Climate, diet, Natural, processed, reared, seasons	Prior Knowledge Year 1 Fruit and Vegetables (Super salads/Smoothies) Year 2 Design and making a wrap Year 3 Eating seasonally Preparing for: Year 4 Biscuits Year 5 The Great Bake Off (Bread) Year 6 Where in the World? Global food	 Basic food handling, hygienic practices and personal hygiene, including how to control risks Using a variety of tools and equipment to peel, cut, grate, mix and mould food The nutritional value of fruit in a balanced diet Can they choose the right ingredients for a product? Can they use equipment safely?

	 Orange and Yellow: Folic Acid; helps your body make red blood cells, Vitamin A; keeps your eyes healthy, Vitamin C; helps heal cuts and wounds and keeps gums and teeth healthy, fibre; good for your heart and intestines, stomach and bowels Blue and Purple; Anthocyanin; protects the cells of your body, Vitamin C; helps heal cuts and wounds and keeps gums and teeth healthy, fibre; good for your heart and intestines, stomach and bowels Green: Vitamin E; protects the cells of your body, iron; helps your blood cells carry oxygen, B vitamins; helps your body make energy and is needed for a healthy brain, folic acid; helps your body make red blood cells, calcium; builds strong bones, Vitamin A; keeps your eyes healthy, Vitamin C; helps heal cuts and wounds and keeps gums and teeth healthy, fibre; good for your heart and intestines, stomach and bowels Pupils to make a seasonal vegetable tart. Know which vegetables are suitable for roasting. Know which flavour combinations work. 			Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?
Recycle Moving poster	 Design and make a recycling poster Design brief Pupils to know that a design brief is a key project planning document that clearly explains what the project has to achieve, how it will be achieved and within what time frame Recycling Know that recycling is very important and we need to reduce, reuse and recycle resources. Know that we all make rubbish each day. Rubbish is not good for the planet we live on and if we don't do something to reduce the amount of rubbish in our world it could damage it. Pupils to know that we need to lower the amount of rubbish in the world we can recycle. Recycling means taking objects and using the materials they are made from to make something from new. What are the benefits of recycling? Pupils to know that if materials are recycled it saves natural resources having to be used to make new things. Know that Recycling saves energy and stops pollution like gases which can harm animals and plants. Know that Land which is used to store rubbish can be used for other things and poisonous liquids which could leak from rubbish are eradicated. Exploring Mechanical systems ~ Inputs and Outputs Pupils to know that many mechanisms take one type of input motion, and output it as a different type of motion. Know that in a lever and linkage mechanism, the 'input' is where the user pushes or pulls a card strip. The 'output' is where one or more parts of the picture move. 	Design Make Evaluate Mechanisms Key vocabulary Design brief Recycling Inputs Outputs Lever linkage	Prior Knowledge: Year 1; Wheels and axles/moving toys Year 2; mechanisms ~ making a monster (pivots, levers and linkages) Year 3 Mechanical poster ~ levers and linkages Preparing for: Year 5 Pop-up book mechanisms (Slider, lift up flap. Rotator, paper spring, box fold and mouth fold) Year 6 Automata (Cams)	Marking out and cutting • Consider the limitations on scale and scope of design ideas and reflect these in precise, labelled drawings • Work safely with a range of hand tools Mechanical and control skills • Understand how systems work • Understand how simple levers work











Money bags!	 Design and make a purse/money bag Changed with year 4 for cushions – see GP Investigative, disassembly and evaluative activities Pupils know that containers for money are designed for different purposes and users. (Provide opportunities for the children to examine carefully a collection of money containers Pupils to know that different fabrics can be used and how the fabric is reinforced and the properties needed in the fabric. Pupils to know that for security the money bag can be fastened using a variety of methods; buttons, press studs, Velcro, safety pins, laces, buckles. Pupils know how to make drawings and label the materials, fastenings, measurements and joining techniques used in a number of textiles containers Design Pupils to know how to sew using a range of different stitches, how to weave and knit Know that fabrics have different properties Pupils to know how to use simple decorative techniques eg dyeing, embroidery or fabric paint Make Pupils to know how to design a product using textiles for a specific purpose know how to draw up simple design specifications Pupils know how to make a plan of how to make the product know how to make a paper pattern/template that uses a seam allowance know how to evaluate their product identifying strengths and areas for development against the original specifications 	Design Make Evaluate Key Vocabulary Fabric Design specifications Container Aesthetic embroidery	Prior Knowledge Year 1 Puppets (running stitch) Preparing for; Year 2; Pouches (running stitch) Year 3 Cushions (applique) Year 4 Money bags Year 6 Mobile phone case (Back stitch, blanket stitch)	Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities? Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials?
	 know how to make a paper pattern/template that uses a seam allowance know how to measure, tape or pin, cut and join fabric with some accuracy know how to evaluate their product identifying strengths and areas for development against the original specifications 			

Year 4	Design and Technology Content Developing, planning and communicating ideas Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design? Working with tools, equipment, materials and components to make quality products Can they tell if their finished product is going to be good quality?	Recurring ideas/themeswhat is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
	 Are they conscience of the need to produce something that will be need by others? Can they show a good level of expertise when using a range of tools and equipment? Evaluating processes and products Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? 			
Time for a break! Biscuits	Researching a product Pupils to know over the course of the DT task how to carry out research to design a recipe and packaging for a pack of biscuits costing £1.99. Pupils to know how to research and analyse a given product. Provide a range of biscuits for children to taste, include a variety of flavours, shapes and styles, from digestives to chocolate bourbons and pink wafers as well as biscuits with bits -chocolate chips and currants. Have the packaging for each of the biscuits on display. *Make sure that you check each packet of biscuits for any ingredients that could induce allergies.	Design Make Evaluate Food And Nutrition Key Vocabulary: Design criteria Research Texture	Prior Knowledge Year 1 Fruit and Vegetables (Super salads/Smoothies) Year 2 Design and making a wrap Year 3 Eating seasonally	 Investigate and analyse a range of products Apply the principles of a healthy and varied diet Use research and develop
	Children trial each biscuit, noting its taste, smell, <u>texture</u> appearance, packaging and <u>target audience</u> .	Innovative Aesthetic Measure Cross contamination Packaging	Year 4 Biscuits Preparing for:	design criteria to inform the design of innovative, functional,

	Pupils to know the key questions in order to analyse a product; what does it taste like? What	Ingredients		appealing
	ingredients/flavours can you taste? How does it feel when you put it into our mouth? Does it crumble or	Texture	Year 5 The Great Pake	products
	crack? What is its texture like? What colours are used?	Target audience	Off (Bread)	that are fit
			(/	tor purpose,
	To make and test a prototype		Year 6	narticular
			Where in the World? Global	individuals
	Pupils to know how to follow a recipe. Know how to modify a recipe by adding small amounts of		food	or groups
	additional ingredients.			Select from
				and use a
	To design a biscuit to a given budget			wider range
				of materials
	Pupils to know how to complete a hudget to ensure that the spend is within the limit			and
	Tupis to know how to complete a budget to ensure that the spend is within the innit.			including
	Know how the town we fit move in Know that he making a bigget for the law of an event was shed as			construction
	know now the term profit margin. Know that by making a discult for the lowest amount possible can			materials,
	Thake a lot of profit on each pack but at the risk that the biscuits may not sen because of the low quality.			textiles and
	Know that by spending more on their biscult it will make it more attractive but this will reduce the profit			ingredients,
	margin.			according to
				their
	Make a biscuit that meets a given design brief (Biscuit bake off)			functional
				properties
	Pupils to know what their final recipe will look like and the additional ingredients that will be included.			and
	Know that the packaging is equally as important to the product. Know what techniques are used for			qualities
	branding and marketing; a good name and logo, must deliver value			quanties
				Do they know
				what to do to be
				hygienic and
				safe?
				Have they
				thought what
				they can do to
				present their
				interesting way?
	Flectrical Products	Design	Prior	Marking out
	Punils to know that electricity is a type of energy used to nower electrical items	Make	knowledge	and cutting
Blinded by the	Know that electricity many products would not exist without electricity	Evaluate	Knowieuge	• Consider the
light!	Know that electricity can come through the main s or from hatteries	Evaluate	Science ~	limitations on
Lighthouses	Know that electricity can come through the mains of non batteries .		building a	scale and scope
			simple circuit	of design ideas
			simple circuit	or design lueds

Know the difference between the terms electrical and electronic. Toasters and torches are electrical		and reflect
items as they use the energy from electricity to create light or heat. Know that electronic devices such	Key vocabularv	these in
as phones and computers have some decision making capabilities that require a processor.	Conductor	precise.
Know how to create a circuit and incorporate a switch. Recap electrical insulators and conductors ~	Insulator	labelled
Know that objects or materials used for a switch need to conduct electricity to complete the circuit	Energy	drawings
To evaluate and analyse electrical products	Electrical	Work safely
Know that Sir Joseph Swann invented the first electric light bulb in 1860.	Electronic	with a range of
Know that Thomas Edison invented the incandescent lamp in 1880 which could then be used as part of a	Battery	hand tools
circuit to form a practical lighting system.	Bulb	Mechanical and
(An example of a light source) Looking at features found in a torch:	Circuit	control skills
Know the features of a torch; case, contacts, batteries, switch, reflector, lamp, lens.	switch	 Understand
Know that the purpose of a torch is to create directional light. Know that a torch has a circuit inside.		simple electrical
Pupils to know;		control.
Housing – is the main body of the torch which should be made from a sturdy material as it needs to hold		
the circuit inside		Can they add
Reflector – is a reflective surface that lines the head of the torch, making the most of the light from the		things to their
bulb		circuits?
Switch – a way to turn the torch on and off.		How have they
		altered their
To design a Lighthouse		product after
Know the design criteria; who are you designing for? What colours did you choose and why? What		checking it?
theme or pattern did you choose and why?		Are they
		confident about
		trying out new
		and different
		ideas?
		Can they
		measure
		carefully so as
		to make sure
		they have not
		made mistakes?
		How have they
		attempted to
		make their
		product strong?

stitches Finishing • Use decorative techniques su as dyeing and embroidery, embellishing, applique, fabi paints, fastanings	Cushions	 cover a hole in piece of material (Now it is often used purely as decoration) Pupils to know how to perform the cross stitch 1. <u>Thread</u> the needle (see <u>'Year 2, Textiles: Pouches, Lesson 1: Running stitch</u> for more information).2. Decide which side is the bottom. 3. Starting from the bottom, press the needle through to the top, making a small stitch (0.5.m). 4. Press the needle back down to the underside. 5. Repeat steps three and four, this time the stitch will cross the last stitch at a right angle, making a cross. This stitch is stronger than the <u>running stitch</u> as it works in several directions. Pupils to know how to perform the applique; Neatly cut out a <u>shape</u> from one material and lay it on top of the other material (contrasting materials and colours work well). 2. Use cross-stitch or running stitch to <u>sew</u> around the edge of the <u>patch</u> material – the stitches will <u>reinforce</u> the shape cut so keep that in mind. For pupils working at greater depth, encourage them to try reverse appliqué – putting the patch on the underside then sewing the edges as normal before cutting the top <u>fabric</u> out (inside the stitches) to reveal the patch below. Pupils to design and make a cushion 	Evaluate Textiles	Puppets (running stitch) Preparing for; Year 2; Pouches (running stitch) Year 3 Cushions (applique) Year 4 Money bags Year 6 Mobile phone case (Back stitch, blanket stitch)	 Using patterns and templates with more than 2 pieces Begin to develop alternative ideas, using drawings, plans and models and make choices between them Fixing and joining Joining and reinforcing fabrics Demonstrate fabric can be joined in a number of different ways – sewing using a range of stitches Finishing Use decorative techniques such as dyeing and embroidery, embellishing, applique, fabric paints, factenings
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				Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques?
Year 5	Design and Technology Content Developing, planning and communicating ideas Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? Working with tools, equipment, materials and components to make quality products Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Evaluating processes and products Do they keep checking that their design is the best it can be?	Recurring ideas/themeswhat is the point of the content?	Rational (Why here? What is it preparing them for?	The disciplinary training

	Do they check whether anything could be improved?			
	Can they evaluate appearance and function against the original criteria?			
Pop-up Book Mechanisms	Design a pop-up book (Make an interactive storybook for Year 1) Pupils to know that input is the motion used to start a mechanism. Know that output is the motion that happens as a result of starting the input. Know that mechanisms control movement. Pupils to know how to use layers and spacers to cover the working of mechanisms. Know how to dress up a book to hide mechanisms and make them more 3D using paper spacers, handmade zigzags or thicker corrugated card. Create a high quality product suitable for a target user. Pupils to know about famous Pop-up book designers; Matthew Reinhart, Robert Sabuda and David A Carter Pupils to know that design criteria is a set of rules to help designers focus their ideas and test the success of them; e.g. be bright and colourful, be glued together well without falling apart, tell a story Know that a caption is a short piece of writing under a picture or diagram in a book Which describes or explains what it is. Pupils to know how to include some of the following special design features; Box fold and the mouth fold Slider Lift up flap Rotator Paper Spring (See Appendix A)	Design Make Evaluate Mechanisms Key Vocabulary: Audience, prototype, box fold, lift up flap, mouth fold, rotator, paper spring, slider	 Prior Knowledge: Year 1; Wheels and axles/moving toys Year 2; mechanisms ~ making a monster (pivots, levers and linkages) Year 3 Mechanical poster ~ levers and linkages Year 5 Pop-up book mechanisms (Slider, lift up flap. Rotator, paper spring, box fold and mouth fold) Preparing for: Year 6 Automata (Cams) 	Marking out and cutting • Begin to develop alternative ideas, using drawings, plans and models and make choices between them • Measuring accurately, marking out, cutting, folding, scoring, Fixing and joining • Understand linkage mechanisms and the type of movement they produce • Relate a mechanism to its purpose and select for a desired type of movement Finishing • Collage, printing, drawing, use of font, size, colour, layout . Understand

		what makes a
		quality finish
		quality mish
		How have they
		made their
		product
		attractive and
		strong?
		Can they make
		up a prototype
		first2
		Can they use a
		range of joining
		techniques?
		Ano thoir
		Aretheir
		measurements
		accurate
		enough to
		ensure that
		ensure that
		everything is
		precise?
		How have they
		ensured that
		their product is
		chen produce is
		strong and nu
		for purpose?
		Are they
		motivated
		anough to
		enough to
		refine and
		improve their
		product?
		Do they
		porcovoro
		persevere
		through
		different stages
		of the making
		process?
		process:

	Design a bridge	Design	Prior	Marking out
	Pupils to know how to reinforce a beam (Structure) to improve its strength.	Make	Knowledge	and cutting
	Know that a bridge is a structure built over something.	Evaluate		Produce
	Know that a beam bridge is built with horizontal beams and vertical beams. Famous beam bridges	Structures	Maths ~	several clear
	include; Moselle Viaduct, Germany, Lake Pontchartrain Causeway USA		Shape and	design ideas
	Know that an arch bridge is similar to a beam bridge but with a curved support underneath the main		Space	with step by
	horizontal beam. Famous Arch bridges include; Sydney Harbour Bridge Australia, The Rialto bridge in		Science	step
	Italy and the Chaotianmen Bridge China.		Forces	instructions and
	Know that a structure is something that has been made and put together; it can usually stand on its			resources
	own.			needed
	How to test and build a truss bridge.			
	Know that a truss bridge is built from a series of triangular beams. Famous bridges include Forth Bridge			Fixing and
	Scotland, Quebec Bridge Canada			joining
	Know the term assemble means to put all parts together to form the final product.			 Know that
	Know the design brief is to assemble, predict and test			structures can
	Pupils to predict how much weight the bridge will hold. Know predict means to estimate or guess			fail when
	something.			loaded • Know
	Know how to make a bridge stronger; know they all have triangles. Know that a triangle keeps its shape			how to
Support us!	as the force is pushed down the sides. Each side feels force but does not bend.			reinforce
A Bridge too				structures and
far!				to research info
				about this from
				a range of
				sources • Use a
				variety of
				temporary and
				permanent
				joining
				techniques,
				including
				framework,
				materials and
				textiles.
				How have they
				made their
				product
				attractive and
				strong?

				Can they make up a prototype first? Can they use a range of joining techniques? Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? Are they motivated enough to refine and improve their product? Do they persevere through different stages
				of the making
The Great Bread Bake off	Design and make a bread product Pupils to know the process of bread production. (See Appendix A) Pupils to know how to follow a basic bread roll recipe. Know how to weigh and measure accurately (time, dry ingredients, liquids) Pupils to revisit hygiene rules. Pupils to know that the proportion of ingredients will affect the product. Know how to knead dough; 1) Press the heels of both hands, or your knuckles, into the dough. Then, push the dough away from you firmly. 2) Fold the dough in half and turn it around. Push the dough	Design Make Evaluate Food and Nutrition	Prior Knowledge Year 1 Fruit and Vegetables (Super salads/ Smoothies) Year 2 Design and making a wrap	Marking out and cutting • Create own design specification

Year 6	Design and Technology Content Best that has been said and thought Developing, planning and communicating ideas Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs? Working with tools, equipment, materials and components to make quality products Can they use tools and materials precisely? Do they change the way they are working if needed? Evaluating processes and products How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better?	Recurring ideas/themeswhat is the point of the content?	Rational (Why here? What is it preparing them for?	The disciplinary training
Automata	 Design a mechanical toy, created to mimic movement in a character or object, with a system of cams axles and followers. Design stage: Pupils to know that drawings (sketches and diagrams) are used as a form of communication between designers and their clientele. Pupils to know that an exploded diagram is used to illustrate how different parts of a product fit together, giving a clear idea of exactly how to make it. Know that a circular cam profile has a smooth circumference that remains the same, the movement from a follower remains the same with no rise or fall. 	Design Make Evaluate Mechanisms	Prior Knowledge: Year 1; Wheels and axles/moving toys Year 2; mechanisms ~ making a monster (pivots, levers and linkages)	Marking out and cutting • Understand the working characteristics of materials and how this links to the product's intended

Know that a chail cam has a charp adge, that drops had towards the control of the com. This share		Vear 3 Mechanical	nurnoss
know that a shan cam has a sharp edge, that drops back towards the centre of the Cam. This shape		poster ~ levers	purpose,
causes the follower to fail immediately and gradually rise.		and linkages	annronriately
know that a rounded star cam profile has a smooth rise and fall due to the evenly spread bends at each		Voor 5	way design
point around the star.		Pop-up book	ideas are
Building the frame		mechanisms	nresented
Pupils to know how to construct a frame;	Key vocabulary:	(Slider, lift up flap.	presented
Children should work together in their pairs to ensure accurate measuring and cutting. Allocate each	Automata	Rotator, paper	Fixing and
child within the pair the roles of 'mark' and 'saw'. Halfway through the activity, the children switch	Cams	and mouth fold)	ioining
roles. Encourage the children to double-check each other's measuring and sawing.	Sketches		Understand
After sawing the wood components for the frame the raw cuts may be rough and could lead to	Diagrams		how different
splinters. To lessen the chance of splinters demonstrate how to rub and smooth the ends with	Exploded diagram		materials can
glasspaper or sandpape r. Ensure that the children do not rub more than a few times on each rough end,	Axles		be reinforced
as this will after their size.	Followers/toppers	No. of	for different
them into hundles using masking tang with their names on and place them incide a plastic wallet for		Year 6 Automata	purposes
chem into bundles using masking tape with their names on and place them inside a plastic wallet for		(Cams)	 Assemble
The automata frame supports		ļ	materials in
Explain that these parts of the automata will help to strengthen the frame (structure) and joints to make			temporary ways
it more stable. The top panel will act as the guide for the followers to go through. When each card		ļ	as a trial prior
support (reinforcement corners, ton panel and washers) has been cut out, add them to the plastic			to finalizing
wallet with the wood frame components from earlier.			design choices
Pupils to know how to assemble the automata frame components and supports with the help of an			
exploded diagram.			Finishing
Exploring the relationship between cam profiles and follower movements, to inform a design			• Select
decision.			appropriate
Pupils to know that the cam profile causes a follower to rise, fall or remain static at different points			methods and
depending on its shape.		ļ	finishing a
Know that a cross-sectional diagram illustrates what is inside a product and shows how it works.			docign that
Know that a follower touches the cam and follows the shape, moving up and down			reflect the
Housing and decorating the automata			intended use
Pupils to know how to measure, mark and cut out the front, back and side panels. The children decorate		ļ	cultural
each panel, and if gluing additional parts such as textures and pom-poms, will need to give this		ļ	geographical or
additional time to dry before attaching them to the automata frame.		ļ	historical
Final Evaluation		ļ	influences
Pupils to know how to make the final evaluation;			
1. Quality of finish: Is it smooth, decorative and neat?		ļ	Have they given
2. Accuracy of joints: Are there any gaps? Does the automata wobble when on a flat, even surface?			considered
3. Cam function: Do the cams work well when the axle is spun? Do the follower toppers move as			thought about
expected			what would
		-	

				improve their product even more? Can they justify why they selected specific materials? Can they work within a budget? How have they ensured that their work is precise and
				accurate? Can they hide joints so as to improve the
				look of their product? Did they
				consider the use of the product when
				materials? Does their product meet
				all design criteria?
Where in	Where ingredients come from Pupils to know that chillies can be found in China, Mexico and Turkey. Know that Salami can be found in Italy; coconuts can be found in Indonesia, the Philippines and India;	Design Make Evaluate	Prior Knowledge Year 1 Fruit and Vegetables	Marking out and cutting • Use sharp
the world? Global Food	Cherries can be found in Spain, Italy and Greece. Food Groups Pupils to know that to be healthy, nutritious food is needed to provide energy for the body. A variety of food is needed in the diet because different substances that are needed to keep you healthy.	Food and Nutrition	(Super salads/ Smoothies) Year 2	tools correctly Finishing skills, including food hygiene



Guacamole dip recipe			grow different
Guacamole dip is a delicious Mexican snack made mainly of avocados. This dip has a spicy tang and includes diced tomato and coriander to give it a little extra zing.			foods?
Ingredients 2 avocados. ½ red onion, finely diced (if you're using a large onion, only use a ¼).			
1 tomato, cut into quarters, seeds removed and diced small. 1/4 cup coriander, roughly chop stem and leaves.			
1. Cut avocados in half and remove seed and skin.			
 Dice avocado roughly and then crush with the bottom of a fork. Add all ingredients and stir until well combined. 			
4. Check for seasoning and season to taste with salt and pepper.	that guasadillas is a Maxisan dish is mada with two		
tortillas sandwiched together with a cheese bas	ed filing.		

	Ingredients Equip 1 spring onion safe k 1 bunch of coriander chopper 200g cheddar cheese bow 4 soft tortilla wraps grat spor fish s frying	ment shife G g board 1 scissors c scissors c scissor c s	Helpful Hint: Frating Technique First, place the grater onto the hopping board and hold it firmly y its handle. Hold the cheese at its widest and and rub it down-and-up the grater firmly. Continue grating until you are oft with a small chunk of cheese. Itop at this point. There is no need				
	Step 1. Grate the cheese and place into a large bowl. Step 2. Finely chop the spring onion and pepper and mix into the cheese. Step 3. Chop the herbs into the bowl. Step 4. Mix all this up in a bowl and then sprinkle a handful between two layers of tortilla.	Step 6. Remove from the pan - t into slices and serve. Step 5. With adult supervision, brown. Carefully flip the tortilla	take care as the cheese will be hot! Cut gently fry the tortilla until it starts to over and repeat.				
Textiles Mobile phone case	Design a mobile phone case Pupils to know that products are designed for a p Know that a designer needs to consider appearant designing products; Pupils to know that many different fabrics and oth stiffen, some to provide a hardwearing or protect Design specification Pupils to know how to develop a design spect Reducing - minimising waste, maximising the reducing textiles which are damaging to the · Reusing - designing textiles products with · Recycling - discussing which textiles can be and incorporating recyclable textiles into t Know how to choose and use recycled and re their choices; Pupils to communicate their ideas through of Make and evaluate	particular purpose and a nce, function, safety and her materials can be us tive surface and some f cification, including r e use of environment n more than one use be recycled after the heir products. recyclable textiles and drawings and modell	are suitable for different u d environmental impact w sed on a product, some to for appearance. reference to the three tally friendly textiles, and for future users; ne product has been us nd components and exp ing;	ed blain	Design Make Evaluate Textiles Key vocabulary: Plan, pattern, appliqué, template, dimensions, felt, fleece, back stitch, running stitch, over sew stitch, blanket stitch, front, back, gusset, size, tacking, template, seam allowance, right side	Prior Knowledge Year 1 Puppets (running stitch) Preparing for; Year 2; Pouches (running stitch) Year 3 Cushions (applique) Year 4 Money bags Year 6 Mobile phone case (Back stitch, blanket stitch)	Marking out and cutting • Understand that designers must address a range of needs when designing a mobile phone case – fit, appearance, practicality, function, cost and safety Fixing and joining • Use known skills e.g. applique,, cutting,

 togale, Velcro, press stud) Pupils to know how to minimise waste by arranging pattern pieces economically; Know how to achieve a quality product; Know how to evaluate products identifying strengths and areas for development. Pupils to know that the appliqué design needs to be stitched to the right side of the fabric before the pieces are joined. Join pieces (seam) on the outside to ensure the inside of the case is smooth and a snug fit for the mobile technology item. 	partpose, 21p, sp, toggle, Velcro, ss-stud, button, m, seam wance, fastening, partment, ding, materials, ctional and orative features	 fabric gluing, stenciling and extend to include dyeing and machine sewing Finishing Distinguish between functional and decorative products Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more?
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		specific materials? Can they work within a budget?
		How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product?
		Did they consider the use of the product when selecting materials? Does their product meet all design criteria?

Appendix A



A mouth fold take two pieces of thin card of the same size fold one of the pieces in half so that mark on fold and cut as make pencil marks at eaual the short edges meet shown distances from the cut draw a line from the end of the cut fold each way along both lines to pinch along middle fold to each mark make two triangular flaps either side of flaps open paper and lay flat; use a finger to push close card and smooth to flatten trianaular flaps inside down both triangular flaps. This makes diamondfold the second piece of card and glue behind when opened, flaps open and close together like a mouth/beak

lining up folds carefully. Draw a picture around the mouth

Achieving excellence together

A slider pop-up

take two pieces of thin card, the size of one page





on one piece, cut out and stick on a the picture will change, e.g. mouth

mark and cut lines as shown for measure and cut a strip of card to fit the slots, long enough to protrude from the edge of the page



draw two expressions on strip for mouth to change picture

fix a tab onto the end of the card strip

A lift-the-flap pop-up

take two pieces of thin card, the size of one page





mark out card and cut flaps in the required position to suit the picture

fold back flaps and crease fold to form a hinge



BACK VIEW

ALLES

thread slider through slots. Push or pull to

change picture. Glue on backing card - take care not to inhibit slider with glue

A rotating pop-up



on one piece of card, carefully mark

Take care not to cut through edges

and cut an arc using compasses.

of card

PULL



measure and cut a lever to fit the arc as

Fix the lever into position with a split pin

through the centre of the arc and lever

cut out the picture to glue onto the tab shown, so that a tab protrudes through it.

decorate the background. Rotate lever to move tab and picture. Glue second piece of card to back of pop-up. Take care not to inhibit moving parts

A paper spring pop-up

take two strips of thick paper, each 2 cm x 30 cm long



glue one strip over the end of the other, so that the strips make a right angle

fold the second strip over the edge of the first and crease

fold the first strip across the second strip in the same way

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Truss bridge construction:

To recreate our wooden truss model, you will need to cut:



10 001.					
Quantity	Туре	Length of each piece (mm)			
27	Straight	100			
8	Angled	135			
100mm					
Straight					
135mm					
Angled					

The Bread Making Process



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