




## DESIGN TECHNOLOGY CURRICULUM

Cycle A	Fire! Fire!: Construction Materials Focus	Amazing Africa: Food Focus	By the Sea: Textile Focus
	 <p data-bbox="421 512 674 544"><b>Moving Fire Engines</b></p>	 <p data-bbox="1072 512 1326 544"><b>Sensational Smoothies</b></p>	 <p data-bbox="1749 512 2002 544"><b>Kite Designers</b></p>
<b>Knowledge</b>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify the similarities and differences between the fire engines of 1666 and modern-day fire engines.</li> <li>Identify an axle and chassis on a vehicle.</li> <li>State which materials would be suitable for the construction of the toy vehicle.</li> <li>Identify equipment to cut card, paper and wood.</li> <li>Join materials together using glue, tape, pins, paperclips and split pins.</li> </ul> <p><b>Year 2:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify the similarities and differences between the fire engines of 1666 and modern-day fire engines and explain why they are this way.</li> <li>Identify axles and chassis and explain why they are important.</li> <li>Identify more than one material which would be suitable to construct a toy from.</li> <li>Identify and safely use materials to cut card, paper, wood and plastic.</li> <li>Join materials together using glue, tape, pins, paperclips and split pins, and know which to use to create a suitable join for their design.</li> </ul>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify some fruits which are grown in different countries.</li> <li>Design a purposeful, healthy and appealing drink.</li> <li>Identify why fruits are healthy for humans.</li> <li>Select and use simple tools and equipment to prepare such as knives, spoons and forks.</li> <li>Evaluate their drink, against a range of fruit juices.</li> <li>Safely use some kitchen equipment such as knives and cutting boards.</li> <li>Understanding why it is important to use equipment safely.</li> <li>Use equipment for some basic cutting and peeling skills.</li> </ul> <p><b>Year 2:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify fruits from other countries and say why they cannot be grown in the UK.</li> <li>Design and make a purposeful, healthy drink.</li> <li>State why the drink is healthy, linking it to food groups.</li> <li>Select appropriate tools and equipment like knives, forks, spoons, peelers and corkers.</li> <li>Compare the drinks across the class to real-life products already available.</li> <li>Understand how and why it is important to use equipment safely</li> </ul>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify the reasons why kites were invented.</li> <li>Explain some simple forms of kites, including diamond, sleds and cellular.</li> <li>Select appropriate materials for making an effective kite.</li> <li>Different grades of pencil will make lighter and darker marks.</li> <li>Explain if a kite can fly successfully giving some reasons.</li> <li>Identify the kite, the tail and the string of a kite.</li> </ul> <p><b>Year 2:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify the reasons why Chinese generals used them for tactics within fighting in a war.</li> <li>explain the developments through Japanese, Indian, Malaysian and European idea around what kites are useful for.</li> <li>Explain some of the different types of kites that can be created such as diamond, sleds, cellular, rokkakus, deltas, para foils, inflatables, stunt and novelty.</li> <li>Explore and select the different materials that can be used for making kites.</li> <li>Give scientific reasons why they are or are not successful.</li> <li>Explain which weather is best suited for a kite.</li> <li>Explain how a tail can effect the flight of a kite.</li> </ul>
<b>Skills</b>	<b>Year 1:</b> Pupils will:	<b>Year 1:</b> Pupils will:	<b>Year 1:</b> Pupils will:



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	<ul style="list-style-type: none"> <li>• Design a simple fire engine toy using sketching and labelling.</li> <li>• Use their own ideas to create chassis for a fire engine of their own.</li> <li>• Test a range of dry materials to use for the chassis of their vehicle.</li> <li>• Decide which material is the most suitable for their design and explain why.</li> <li>• Use dowelling to create an axle with wheels attached to each end.</li> <li>• Create a support which enables the wheels to turn successfully.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Create a design for a toy vehicle using sketching and annotation.</li> <li>• Show more than 2 dimensions in their sketch.</li> <li>• Use their own ideas to create chassis for a fire engine with a moving part.</li> <li>• Test a range of dry materials to use for the chassis of their vehicle.</li> <li>• Evaluate which material is most suitable for their design, justifying their choice clearly.</li> <li>• Use dowelling to create an axle with wheels attached to each end.</li> <li>• Create a support which enables the wheels to turn successfully.</li> <li>• Evaluate their design and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing at least 3 different fruits.</li> <li>• Design a smoothie with a drawing.</li> <li>• Write some simple steps to make a smoothie.</li> <li>• Using a knife, fork and spoon to prepare fruit.</li> <li>• Using simple tools to help blend the food.</li> <li>• Criticise the product by saying how it tastes.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Choosing fruits which complement each other in terms of taste and explaining the selection.</li> <li>• Using a knife, fork and spoon to prepare fruit.</li> <li>• Using simple tools, including electrical equipment, to help blend the food.</li> <li>• Evaluate the outcome and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which type of kite to make.</li> <li>• Design the kite using drawings.</li> <li>• Name the materials used to make the kite.</li> <li>• Cut paper and material.</li> <li>• Glue paper and material.</li> <li>• Critique the product and say if it is successful.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Identify which type of kite to make.</li> <li>• Design the kite using drawings and annotation notes.</li> <li>• Name the materials used to make the kite and write the steps on how to make it.</li> <li>• Cut paper and material.</li> <li>• Glue paper and material.</li> <li>• Critique the product and say if it is successful and how it could be improved.</li> </ul>
<b>Cycle B</b>	<b>Bright Sparks!: Construction Materials Focus</b>	<b>Frozen Kingdom: Food Focus</b>	<b>Exciting Explorers: Textiles Focus</b>

## DESIGN TECHNOLOGY CURRICULUM



**Moving Picture Books**



**Perfect Pizzas**



**Brilliant Bags**

<b>Knowledge</b>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Use flaps and sliders in books to make an image move.</li> <li>• Engage the reader with a suitable design for a slider.</li> <li>• Understand how a slider works in a book to make an image move.</li> <li>• State which materials would be suitable for the construction of the moving picture.</li> <li>• Identify equipment to cut card, paper and wood.</li> <li>• Join materials together using glue, tape, pins, paperclips and split pins.</li> </ul> <p><b>Year 2:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Use flaps, moveable objects and sliders in books to make an image move.</li> <li>• Engage the reader with a suitable design for a slider and moveable object in a book.</li> <li>• Understand and explain clearly how a slider and rotator work in a book to make an image move.</li> <li>• State which materials would be suitable for the construction of a moving picture.</li> <li>• Identify equipment to cut card, paper and wood.</li> <li>• Join materials together using glue, tape, pins, paperclips and split pins.</li> </ul>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Identify some vegetables.</li> <li>• Design a purposeful, healthy and appealing pizza.</li> <li>• Identify why vegetables are healthy for humans.</li> <li>• Select and use simple tools and equipment to prepare such as knives, spoons and forks.</li> <li>• Evaluate their pizza against a range of real-life products.</li> <li>• Safely use some kitchen equipment such as knives and cutting boards.</li> <li>• Understanding why it is important to use equipment safely.</li> <li>• Use equipment for some basic cutting and peeling skills.</li> </ul> <p><b>Year 2:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Identify different vegetables grown in the UK and abroad.</li> <li>• Design and make a purposeful, healthy pizza.</li> <li>• State why the pizza is healthy, linking it to food groups.</li> <li>• Select appropriate tools and equipment like knives, forks, spoons, peelers and corkers.</li> <li>• Compare the pizzas across the class to real-life products already available.</li> <li>• Understand how and why it is important to use equipment safely</li> </ul>	<p><b>Year 1:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Design a bag for a specific purpose.</li> <li>• Identify different fabrics to make bags.</li> <li>• Appreciate that reusing bags can be good for the environment.</li> <li>• Identify where fibres come from.</li> <li>• Use simple stitches to decorate and join fabric.</li> <li>• Critique their final product.</li> </ul> <p><b>Year 2:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• design their own bag using their own styles.</li> <li>• identify a range of materials to create a bag.</li> <li>• explain the reasons that re-usable bags are an effective way to help save the environment.</li> <li>• appreciate the awareness of sustainability and recycled fabrics.</li> <li>• identify the origins of some fibres</li> <li>• identify different properties materials have and why they are used for certain functions.</li> <li>• Identify different stiches to join fabric and decorate materials.</li> <li>• use a given template or simple pattern, and to pin and cut fabric.</li> <li>• Critique their final product and suggest improvements.</li> </ul>
<b>Skills</b>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Design a range of characters or objects which could move in a book.</li> </ul>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Choosing at least 3 different toppings.</li> <li>• Design a pizza with a drawing.</li> </ul>	<p><b>Year 1:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Identify which type of bag to make.</li> <li>• Design the bag using drawings.</li> </ul>

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<ul style="list-style-type: none"> <li>Construct a simple slider with a tab for movement. Safely cut card and paper using scissors. Safely join dry materials using glue, tape, pins or paperclips.</li> <li>Evaluate their design, saying what they like about it and what could be improved.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Design a range of characters and objects which could move within a picture book.</li> <li>Construct a slider and a flap or rotating object with a tab or disc for movement.</li> <li>Safely cut card, paper, material and any other suitable dry media to create a moving picture.</li> <li>Safely join dry materials to create a moving object for a picture book.</li> <li>Evaluate the effectiveness of their final design, stating how it could be improved next time.</li> </ul>	<ul style="list-style-type: none"> <li>Write some simple steps to make a pizza.</li> <li>Using a knife, fork and spoon to prepare vegetables.</li> <li>Using simple tools to help cut and mix.</li> <li>Criticise the product by saying how it tastes.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Choosing toppings which complement each other in terms of taste and explaining the selection.</li> <li>Using a knife, fork and spoon to prepare vegetables.</li> <li>Using simple tools, including electrical equipment, to help cut or bake the food.</li> <li>Evaluate the outcome and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Name the materials used to make the bag.</li> <li>Cut paper and material.</li> <li>Glue paper and material.</li> <li>Critique the product and say if it is successful.</li> </ul> <p><b>Year 2:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Identify which type of bag to make.</li> <li>Design the bag using drawings and annotation notes.</li> <li>Name the materials used to make the bag and write the steps on how to make it.</li> <li>Cut paper and material.</li> <li>Glue paper and material.</li> <li>Critique the product and say if it is successful and how it could be improved.</li> </ul>
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Year 3 and 4	Autumn	Spring	Summer
<p><b>Cycle A</b></p>	<p><b>Jungle Fever!: Textiles/Materials focus</b></p>  <p><b>Nightlights</b></p>	<p><b>Field to Fork, Bean to Bar: Food Focus</b></p>  <p><b>Chocolate Creations!</b></p>	<p><b>Raiders and Invaders: Construction Materials Focus</b></p>  <p><b>Moving Monsters</b></p>
<p><b>Knowledge</b></p>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>A simple circuit can be constructed with a switch to allow for light.</li> <li>Some materials are opaque and will not allow light to pass through.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Research is required in order to produce a consumable product.</li> <li>Scaling up of single ingredients is required to mass produce a product.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>They can cut, make, and combine shapes to create recognisable forms.</li> <li>Pneumatics (movement through air) can be used to create movement in a 3D design.</li> </ul>



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	<ul style="list-style-type: none"> <li>Some materials are transparent or translucent and will allow different levels of light to pass through.</li> <li>More than one design should be produced for a product so that choices can be made for the outcome.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>A simple circuit with a switch can be made to light a bulb.</li> <li>A simple circuit can be fitted with a dimmer switch to alter the levels of light emitted.</li> <li>Some materials are opaque and will not allow light to pass through.</li> <li>Some materials are transparent or translucent and will allow light to pass through.</li> <li>Materials can be overlaid to create different levels of transparency.</li> <li>More than one design should be produced for a product so that an informed choice can be made for the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Perishable items, including fruit, must be packaged and stored safely.</li> <li>Packaging can encourage customers to purchase an item.</li> <li>Chocolate can be melted and re-solidified due to its properties.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Market research over a range of people is required in order to produce a consumable product.</li> <li>Scaling up of single ingredients is required to mass produce a product.</li> <li>Perishable items, including fruit, must be packaged and stored safely.</li> <li>Packaging and designs can encourage customers to purchase an item.</li> <li>Advertisements can be used to make an item more appealing.</li> <li>Chocolate can be melted and re-solidified due to its properties.</li> </ul>	<ul style="list-style-type: none"> <li>Pneumatics are used in tools for power.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>They can cut, make, and combine shapes to create recognisable forms.</li> <li>Existing objects can be adapted to create something new.</li> <li>Pneumatics (movement through air) can be used to create movement in a 3D design.</li> <li>Pneumatics are used in tools for power.</li> </ul>
<p><i>Skills</i></p>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Construct a simple frame using wood.</li> <li>Cut wood safely using hacksaws and bench hooks.</li> <li>Measure accurately using a ruler or tape measure.</li> <li>Join wood using wood glue and corner reinforcements.</li> <li>Create a transparent film out of tissue paper.</li> <li>Use card or paper to create opaque layers.</li> <li>Evaluate their design against a success criterion.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Construct a geometric frame using wood.</li> <li>Cut wood safely using hacksaws and bench hooks.</li> <li>Measure accurately using a ruler or tape measure.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Design a chocolate bar aimed at children.</li> <li>Create a product which includes at least one added ingredient.</li> <li>Safely prepare food.</li> <li>Safely cut food items and store them.</li> <li>Produce a chocolate bar using a mold.</li> <li>Design a label/packaging for their product.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Conduct market research across the school/community.</li> <li>Design a chocolate bar aimed at children.</li> <li>Create a product which includes at least two added ingredients.</li> <li>Safely prepare food.</li> </ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Design a monster with a moving part.</li> <li>Use existing objects (egg boxes, cereal boxes, etc.) for the basis of their design.</li> <li>Create a pneumatic system to move a part of their design.</li> <li>Join card, paper, fabric, etc. to decorate their design.</li> <li>Evaluate their outcome against a success criterion.</li> </ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Produce several designs for a toy monster with a moving part.</li> <li>Use existing objects (egg boxes, cereal boxes, etc.) for the basis of their design.</li> <li>Create at least one pneumatic system to move a part of</li> </ul>

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	<ul style="list-style-type: none"> <li>Join wood using wood glue and corner reinforcements.</li> <li>Create a transparent film out of tissue paper.</li> <li>Use card or paper to create opaque layers.</li> <li>Evaluate their design against a success criterion and suggest improvements or modifications.</li> </ul>	<ul style="list-style-type: none"> <li>Safely cut food items and store them.</li> <li>Produce a chocolate bar using a mold.</li> <li>Design a label/package for their product.</li> <li>Design a printed or film advert for their final product.</li> </ul>	<p>their design.</p> <ul style="list-style-type: none"> <li>Join card, paper, fabric, etc. to decorate their design.</li> <li>Evaluate their outcome against a success criterion and make modifications to improve their design.</li> </ul>
<b>Cycle B</b>	<p><b>Stones and Bones: Textiles focus</b></p>  <p><b>Pencil Cases</b></p>	<p><b>Extreme Earth: Construction Materials Focus</b></p>  <p><b>Pop-Up Books</b></p>	<p><b>The Ruthless Romans: Food Focus</b></p>  <p><b>Seasonal Foods</b></p>
<b>Knowledge</b>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different fabrics have different properties.</li> <li>Fabrics can be glued and stitched to join pieces together.</li> <li>Different stitches have different purposes.</li> <li>Stitches can be used to decorate a surface of fabrics.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different fabrics have different properties, and natural fibres can be combined with man-made fibres to change properties.</li> <li>Fabrics can be glued and stitched to join pieces together.</li> <li>Different stitches have different purposes, such as finishing seams or creating button holes.</li> <li>Stitches can be used to decorate a surface of fabrics.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Storybooks can have interactive elements to make them appealing to the reader.</li> <li>Paper and card can be folded so that it is freestanding and rigid.</li> <li>Different types of folds create different effects.</li> <li>Paper and card can be glued to create an interactive book.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Storybooks and non-fiction books can have interactive elements to make them appealing to the reader.</li> <li>Paper and card can be folded so that it is freestanding and rigid.</li> <li>Different types of folds create different effects.</li> <li>Paper and card can be glued to create an interactive book.</li> </ul>	<p><b>Year 3:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>The climate in Britain effects the way plants, including fruit and vegetables, grow.</li> <li>A greenhouse can be used to control climate for plants.</li> <li>Some fruit or vegetables are imported from other countries.</li> <li>The seasons produce different fruit and vegetables due to the climate and conditions.</li> <li>A balanced diet is essential for a healthy lifestyle.</li> </ul> <p><b>Year 4:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>The climate in Britain effects the way plants, including fruit and vegetables, grow.</li> <li>A greenhouse and irrigation systems can be used to control climate for plants.</li> <li>Some fruit or vegetables are imported from other countries all year round.</li> <li>The seasons produce different fruit and vegetables due to the climate and conditions.</li> <li>A balanced diet is essential for a healthy lifestyle.</li> </ul>






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<b>Skills</b>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Design a pencil case inspired by their topic.</li><li>• Create a template out of paper.</li><li>• Safely cut fabric using scissors.</li><li>• Use a variety of stitches to joint their fabric together.</li><li>• Add a button to their design so that it can be closed.</li><li>• Evaluate their design against a success criterion.</li></ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Produce several designs for a pencil case inspired by their topic.</li><li>• Create a template out of paper in order to create a 'maquette'.</li><li>• Safely cut fabric using scissors.</li><li>• Use a variety of stitches to joint their fabric together.</li><li>• Add at least one button and pocket to their design so that it can be closed.</li><li>• Evaluate their design against a success criterion and make modifications where necessary.</li></ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Design a free-standing or pop-up feature for a page in a book.</li><li>• Research a pop-up folding design.</li><li>• Create a colourful pop-up feature for a picture.</li><li>• Evaluate their design against a success criterion.</li></ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Design at least one free-standing or pop-up feature for a page in a book.</li><li>• Research several different pop-up folding designs and select one for their design.</li><li>• Create a colourful pop-up feature for a picture.</li><li>• Evaluate their design against a success criterion and make modifications where necessary.</li></ul>	<p><b>Year 3:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Conduct research into popular fruits and vegetables.</li><li>• Conduct research into which fruits and vegetables are available during Britain's summer.</li><li>• Create a 2-course menu of simple healthy foods based on seasonal availability.</li><li>• Safely prepare and serve a cold buffet/meal.</li></ul> <p><b>Year 4:</b> Pupils will:</p> <ul style="list-style-type: none"><li>• Conduct research into popular fruits and vegetables.</li><li>• Conduct research into which fruits and vegetables are available during Britain's summer.</li><li>• Create a 3-course menu of simple healthy foods based on seasonal availability.</li><li>• Safely prepare and serve a cold buffet/meal.</li><li>• Evaluate the success of their meals against a success criterion.</li></ul>
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## DESIGN TECHNOLOGY CURRICULUM

Year 5 and 6		Autumn	Spring	Summer
<b>Cycle A</b>	<b>Incredible Oxford: Construction Materials focus</b>	 <p><b>Fairground rides</b></p>	 <p><b>Pop-up café</b></p>	 <p><b>Plant Protectors</b></p>
<b>Knowledge</b>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• An electrical circuit can include a motor.</li> <li>• A switch can be used to control the power in an electrical circuit.</li> <li>• Items can be joined to create free hanging systems.</li> <li>• Decoration can be used to make a product more appealing.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• An electrical circuit can include a motor for movement and a bulb for lighting.</li> <li>• The more components in a circuit, the less power to each component.</li> <li>• A switch can be used to control the power in an electrical circuit.</li> <li>• Decorations, including lights, can be used to make a product more appealing.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Food needs to be prepared before serving.</li> <li>• Safety precautions need to be followed when preparing and serving food.</li> <li>• Perishable goods need to be stored correctly.</li> <li>• Events need to be advertised and planned for.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Food needs to be carefully prepared before serving.</li> <li>• Safety precautions need to be followed when preparing and serving food.</li> <li>• Perishable goods need to be stored correctly.</li> <li>• Events need to be advertised and planned for in order to attract the most custom.</li> <li>• Profit margins and spending need to be considered to measure the success of an event.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Different materials have different properties and functions.</li> <li>• Light can permeate certain fabrics.</li> <li>• Fabric can provide insulation.</li> <li>• Fabric can be used as protection against predators and the elements.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Different materials have different properties and functions.</li> <li>• Light can permeate certain fabrics.</li> <li>• Fabric can provide insulation.</li> <li>• Fabric can be used as protection against predators and the elements.</li> </ul>	
<b>Skills</b>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Research the mechanisms that cause a spinning movement in fairground rides.</li> <li>• Design a fairground ride which contains a circuit and motor for a rotating motion.</li> <li>• Construct a miniature fairground ride out of wood, card, cardboard and other materials.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Conduct market research into popular food and drinks served in a cafe.</li> <li>• Create a simple menu of foods and drinks to sell at a pop-up event.</li> <li>• Handle a budget to ensure they make profit at the end of their project.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Research designs for plant protectors.</li> <li>• Use a structure and fabric to create a polytunnel to protect plants.</li> <li>• Stitch fabric safely to create a product with a specific function.</li> <li>• Test the product and make adaptations.</li> </ul>	

## DESIGN TECHNOLOGY CURRICULUM

	<ul style="list-style-type: none"> <li>Build a circuit to power a motor.</li> <li>Evaluate their design against a success criterion.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research the mechanisms that cause a spinning movement in fairground rides.</li> <li>Design several fairground rides which contains a circuit and motor for a rotating motion.</li> <li>Construct a miniature fairground ride out of wood, card, cardboard and other materials.</li> <li>Build a circuit to power a motor and light a bulb.</li> <li>Evaluate their design against a success criterion and make modifications if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Safely prepare and serve food in a pop-up event.</li> <li>Advertise the event to ensure footfall.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Conduct market research into popular food and drinks served in a cafe.</li> <li>Research a local charity to raise money for.</li> <li>Contact a local charity for advertising materials.</li> <li>Create a varied menu of foods and drinks to sell at a pop-up event.</li> <li>Handle a budget to ensure they make profit at the end of their project.</li> <li>Safely prepare and serve food in a pop-up event.</li> <li>Advertise the event to ensure footfall.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the product against a success criterion.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research designs for plant protectors.</li> <li>Use a structure and fabric to create a polytunnel or other structure to protect plants.</li> <li>Stitch fabric safely to create a product with a specific function.</li> <li>Test the product and make adaptations to include an irrigation system.</li> <li>Evaluate the product against a success criterion and make modifications where necessary.</li> </ul>
<b>Cycle B</b>	<p><b>A Greek Odyssey: Textiles Focus</b></p>  <p><b>Fashion Designers</b></p>	<p><b>American Adventure: Construction Materials focus</b></p>  <p><b>Moving toys</b></p>	<p><b>Keep Calm and Carry On: Food Focus</b></p>  <p><b>Great British foods</b></p>
<b>Knowledge</b>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different fabrics have different properties.</li> <li>Fabric is woven from natural sources.</li> <li>Natural fibres can be combines with man-made fibres to change the properties of a fabric.</li> <li>Clothing is designed for a specific purpose.</li> <li>Paper pieces are used to create a template prior to using fabric.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Different fabrics have different properties.</li> <li>Fabric is woven from natural sources, such a cotton fibres or sheep's wool.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>A simple mechanism can be created to include a cam for movement.</li> <li>A cam mechanism can be concealed inside a construction.</li> <li>Cam mechanisms have been used for many years to create moving toys.</li> <li>Decoration can be used to make a product more appealing.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>A mechanism can be created to include a cam for movement.</li> </ul>	<p><b>Year 5:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Food was rationed during the world wars.</li> <li>Foods had to be created out of easily sourced ingredients.</li> <li>Most of the food was home grown or produced.</li> <li>Food needs to be prepared and stored carefully.</li> </ul> <p><b>Year 6:</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>Food was rationed during the world wars.</li> <li>Foods had to be created out of easily sourced ingredients.</li> <li>Most of the food was home grown or produced.</li> </ul>



## DESIGN TECHNOLOGY CURRICULUM

	<ul style="list-style-type: none"> <li>Natural fibres can be combined with man-made fibres to change the properties of a fabric.</li> <li>Clothing is designed for a specific purpose.</li> <li>Paper pieces are used to create a template prior to using fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Cam mechanisms can be different sizes for different range of movements.</li> <li>A cam mechanism can be concealed inside a construction.</li> <li>Cam mechanisms have been used for many years to create moving toys.</li> <li>Decoration can be used to make a product more appealing.</li> </ul>	<ul style="list-style-type: none"> <li>Food needs to be prepared and stored carefully.</li> <li>Best before dates indicate the quality of the food.</li> </ul>
<p><i>Skills</i></p>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research how to care for fabrics used in everyday clothing.</li> <li>Design an apron with a specific purpose in mind.</li> <li>Create an apron using paper pieces.</li> <li>Sew seams and hems to prevent the fabric from fraying.</li> <li>Design an attractive element to make the item appealing.</li> <li>Evaluate their design against a success criterion.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research how to care for fabrics used in everyday clothing.</li> <li>Design an apron with a specific purpose in mind.</li> <li>Incorporate at least one pocket onto their design</li> <li>Create an apron using paper pieces.</li> <li>Sew seams and hems to prevent the fabric from fraying.</li> <li>Attach a pocket using appropriate stitches.</li> <li>Design an attractive element to their garment to make the item appealing.</li> <li>Evaluate their design against a success criterion.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research cam mechanisms used in old fashioned toys.</li> <li>Design their own toy inspired by their topic.</li> <li>Include a sketch and labelled diagram of the cam mechanism.</li> <li>Use wood, card and other dry media to create a toy with a cam mechanism.</li> <li>Evaluate their finished product against a success criterion.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research cam mechanisms used in old fashioned toys.</li> <li>Design several of their own toys inspired by their topic.</li> <li>Include a sketch and labelled diagram of the cam mechanism for the final product.</li> <li>Use wood, card and other dry media to create a toy with a cam mechanism.</li> <li>Evaluate their finished product against a success criterion and make modifications where necessary.</li> </ul>	<p><b>Year 5:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research foods which were commonly consumed during WWII.</li> <li>Create a 2-course menu based on locally sourced ingredients in keeping with the topic theme.</li> <li>Prepare and safely cook simple foods.</li> <li>Evaluate the menu against a success criterion.</li> </ul> <p><b>Year 6:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Research foods which were commonly consumed during WWII.</li> <li>Create a 3-course menu based on locally sourced ingredients in keeping with the topic theme.</li> <li>Prepare and safely cook food for a WWII themed dinner.</li> <li>Evaluate the menu against a success criterion.</li> <li>Identify the benefits of the menu and lessons which could be applied in today's economic climate.</li> </ul>