



# Design and Technology Policy

## **Purpose of Study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Opportunities for Personal, Social Health Education**

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

### **Subject Content**

#### *Early Learning outcomes:*

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.

#### ***Key-stage 1***

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology

#### **Make**

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

### ***Key-stage 2***

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

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, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

## **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

## **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of computing to programme, monitor and control their products.

## **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

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.

### **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.

## **How is Design and Technology taught throughout the school?**

See Appendix 1- Medium Term Plans

### **Inclusion and Equal Opportunities**

At our school we teach Design and Technology to all children, whatever their ability. All children are provided with equal access to the Design and Technology curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Design and Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Design and Technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within Design and Technology, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific Design and Technology related targets where a priority is appropriate.

### **Assessment & Reporting**

We assess children's work in Design and Technology by making informal judgements as we observe them during each Design and Technology lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The Design and Technology subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in Design and Technology for each year group.

See Appendix 2 - Assessment Grids

## **Resources**

The school is well resourced for the teaching of Design and Technology. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of Design and Technology, however resources include materials from Design and Technology.

## **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the Design and Technology subject leader. The work of the Design and Technology subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **Policy Review**

This policy was written September 2014 by the Design and Technology Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1

Year 1

Subject	<u>Autumn</u> Topic: Animals and Me	IDEAS	<u>Spring</u> Topic: Where we live	IDEAS	<u>Summer</u> Topic: Fire and Ice	IDEAS
Design and Technology	<p><b>DT1/1.1 Design</b></p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DT1/1.2 Make</b></p> <p>DT1/1.2a select from and use a range of tools and equipment to perform <a href="#">practical tasks</a></p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>-Make a clay animal</p> <p>-Make models out of paper Mache</p> <p>TEXTILES</p> <p>Make a puppet of themselves with a pre-made shape. Cut out clothes and decorate.</p>	<p><b>SEE AUTUMN for 1.1,1.2,1.3,1.4</b></p> <p><b>DT1/2.1 Cooking &amp; Nutrition</b></p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <p>Cooking</p> <p>-Group familiar food products.</p> <p>-Measure and weigh food items in non-statutory measures(spoons, cups)</p> <p>-Work safely and hygienically. Cut, peel and chop ingredients using a knife safely. Develop a food vocabulary. Understood the need</p>	<p>Growing our own fruit and veg and then making food from them.</p> <p>Make a castle</p>	<p><b>SEE AUTUMN for 1.1,1.2,1.3,1.4</b></p> <p><b>DT1/2.1 Cooking &amp; Nutrition</b></p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from</p> <p>Cooking</p> <p>-Group familiar food products.</p> <p>-Measure and weigh food items in non-statutory measures(spoons, cups)</p> <p>-Work safely and hygienically. Cut, peel and chop ingredients using a knife safely. Develop a food vocabulary. Understood the need</p>	<p>-Cooking recipe’s using the oven and freezing things to make food from them.</p>

	<p><b>DT1/1.3 Evaluate</b></p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p><b>DT1/1.4 Technical Knowledge</b></p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b explore and use <a href="#">mechanisms</a>, in their products.</p> <p>Cooking          -Group familiar food products.          -Measure and weigh food items in non-statutory measures(spoons, cups)          -Work safely and hygienically.          Cut, peel and chop ingredients using a knife safely.          Develop a food vocabulary.          Understood the need for a variety of foods in a diet.</p> <p>TEXTILES          Cut shapes out of fabric.          Join fabrics using running stitch.</p>		<p>for a variety of foods in a diet.</p> <p>SHEET MATERIALS          Fold, tear and cut paper and card          Roll paper to create tubes          Cut along lines, straight and curved          Investigate strengthening sheet materials.          Investigate joining temporary, fixed and moving.</p>		<p>for a variety of foods in a diet.</p>	
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	<p>-Decorate fabrics with buttons, beads, sequins, braids and ribbons.</p> <p><b>CONSTRUCTION</b> -Join appropriately for different materials and situations. -Mark out materials to be cut using a template.</p> <p><b>SHEET MATERIALS</b> Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Investigate strengthening sheet materials. Investigate joining temporary, fixed and moving.</p>					
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	<p>by drawing round a template onto the fabric.</p> <p>Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons.</p> <p>Constructions Make vehicles with constructions kits. Use a range of materials to create models Attach wheels to a chassis using a axle Join appropriately for different materials and situations Mark out materials to be cut using a template Cut strip wood/ dowel using hacksaw and bench hook See glue gun used by an adult</p> <p>Sheet materials Curl paper Use hole punch Insert paper fasteners for card linkages Create hinges Use simple pop ups</p> <p>Evaluating Say what they like and do not like about items they have made and attempt to say why</p> <p>Talk about changes made during the making process Discuss how closely their finishes products meet their design criteria.</p>					
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Subject	<p align="center"><b>Autumn</b></p> <p align="center"><b>Topic:</b> <b>Mountain/Volcanoes</b></p>	<p align="center"><b>IDEAS</b></p>	<p align="center"><b>Spring</b></p> <p align="center"><b>Topic: Romans</b></p>	<p align="center"><b>IDEAS</b></p>	<p align="center"><b>Summer</b></p> <p align="center"><b>Topic:</b> <b>Rainforests</b></p>	<p align="center"><b>IDEAS</b></p>
<p align="center"><b>Design ad Technology</b></p>	<p align="center"><b>DT2/1.1 Design</b></p> <p>DT2/1.1 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</p> <p align="center"><b>DT2/1.2 Make</b></p> <p>DT2/1.2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p align="center"><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b 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</p> <p align="center"><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and</p>	<p>Pop up book on mountains – fiction and non-fiction.</p> <p>Design a menu, rock cakes.</p>	<p>Create a shell or frame structure, strengthen frame with diagonal struts. Make structures more stable by giving them a wide base. Prototype frame and shell structures. Cut slots. Use lolly sticks/ card to make levers and linkages.</p>	<p>Mosaics, shields. Repeated patterns and printing. Make a fort.</p>	<p><b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>Repetition of refined in</p>	<p>Textiles / sewing – animals –costumes.</p>

	<p>products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <b>mechanical systems</b> in their products</p> <p>DT2/1.4c understand and use <b>electrical systems</b> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p> <p>ACROSS 3 TERMS</p> <p>Investigate similar products to the one to be made to give starting points for a design. (Teacher led Y3)</p> <p>Draw/sketch products to help analyse and understand how products are made when asked.</p> <p>Think ahead about the order of their work and decide upon tools and materials – Y3 f=given steps by CT.</p> <p>Record the plan by drawing and simple labels.</p> <p>Propose suggestions as to how they</p>				<p>Term 1 and 2 for DT.</p> <p>Develop sensory vocab/knowledge using, smell, taste, texture and feel.</p> <p>Follow instructions.</p> <p>Make healthy eating choices from an understanding of a balanced diet.</p> <p>Work safely and hygienically.</p> <p>Measure to nearest 100g using scales.</p> <p>Explore fastenings and recreate some. Eg. Sew buttons on.</p> <p>Prototype a product using J cloths.</p> <p>Understand the need for patterns.</p>	
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	<p>can achieve their design ideas.</p> <p>Add notes to drawings to help explanations.</p> <p>EVALUATING</p> <p>Identify the strengths and weaknesses of their design ideas.</p> <p>Decide which design idea to develop, with CT guidance.</p> <p>Consider and explain how the finished product could be improved, with CT guidance.</p> <p>Discuss how well the finished product meets the design criteria (developed as a class) and how well it meets the needs of the user.</p>					
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Subjec	<u>Autumn</u> Topic: RIVERS	<i>IDEAS</i>	<u>Spring</u> Topic: Ancient Egypt	<i>IDEAS</i>	<u>Summer</u> Topic: A Musical Adventure	<i>IDEAS</i>
<b>Design and Technology</b>	<p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <a href="#">practical tasks</a> accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials,</p>		<p><b>DT2/1.1</b> <b>DT2/1.2</b> <b>DT2/1.3</b> <b>DT2/1.4</b></p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p>		<p><b>DT2/1.1</b> <b>DT2/1.2</b> <b>DT2/1.3</b> <b>DT2/1.4</b></p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>*Analyse the taste, texture, smell and appearance of a range of foods – Blind tasting</p> <p>*Follow Instructions</p> <p>Join and combine a range of ingredients</p>	

<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <a href="#">mechanical systems</a> in</p>				<p>e.g snack foods</p> <p>Measure and weigh ingredients appropriately 50gms</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>	
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	<p>their products</p> <p>DT2/1.4c understand and use <b>electrical systems</b> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>					
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Subject	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">Topic World War 1/2</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">Topic: inventors, inventions ,explorers</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">Topic: Ancient Greece</p>	<p style="text-align: center;"><i>IDEAS</i></p>
<p><b>Design and Technology</b></p>	<p><b>DT2/1.1 Design</b> DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2 Make</b> DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b 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</p> <p><b>DT2/1.3 Evaluate</b> DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and</p>	<p>Make Anderson shelter</p> <p>Cooking- Wartime recipes rationing</p>	<p><b>DT2/1.1 Design</b> DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2 Make</b> DT2/1.2a select from and use a wider range of</p>	<p>Design and make own invention</p>	<p><b>DT2/2.1 Cooking &amp; Nutrition</b> DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Link to healthy eating/ sports Greeks</p>

	<p>technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b>  DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <b>mechanical systems</b> in their products</p> <p>DT2/1.4c understand and use <b>electrical systems</b> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b>  DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Prepare food products taking into account the properties of ingredients and sensory characteristics</p> <p>Select and prepare foods for a</p>		<p>tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b 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</p> <p><b>DT2/1.3 Evaluate</b>  DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>		<p>Show awareness of a healthy diet from an understanding of a balanced diet  <b>( LINK To BODY CARE and Keeping Healthy)</b></p> <p>Prepare food products taking into account the properties of ingredients and sensory characteristics</p> <p>Select and prepare foods for a particular purpose</p> <p>Weigh and measure using scales - with support</p> <p>Cut and shape ingredients using appropriate tools and equipment e.g. grating  Join and combine food ingredients appropriately e.g. beating, rubbing in</p> <p>Decorate appropriately</p> <p>Work safely and hygienically</p>	
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	<p>particular purpose</p> <p>Weigh and measure using scales - with support</p> <p>Cut and shape ingredients using appropriate tools and equipment e.g grating</p> <p>Join and combine food ingredients appropriately e.g. beating, rubbing in</p> <p>Decorate appropriately</p> <p>Work safely and hygienically</p>		<p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <b>mechanical systems</b> in their products</p> <p>DT2/1.4c understand and use <b>electrical systems</b> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>			
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Subject	<u>Autumn</u> Topic: In the beginning	<i>IDEAS</i>	<u>Spring</u> Topic: Anglo-Saxons	<i>IDEAS</i>	<u>Summer</u> Topic:Field Exploration	<i>IDEAS</i>
Design and Technology	<p>Toy making-</p> <p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	Evolution of toys	<p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	Making an Anglo-Saxon village and bread making-	<p>Cooking and nutrition-<b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical</p>	Develop their own food for consumption at Summer Fayre.

	<p><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b 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</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b 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</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views</p>		<p>equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales independently. Cut and shape ingredients using appropriate tools and equipment eg. Grating. Join and combine food ingredients appropriately e.g. beating and rubbing in.</p>	
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	<p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <a href="#">mechanical systems</a> in their products</p> <p>DT2/1.4c understand and use <a href="#">electrical systems</a> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>		<p>of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <a href="#">mechanical systems</a> in their products</p> <p>DT2/1.4c understand and use <a href="#">electrical systems</a> in their products</p> <p>DT2/1.4d apply their understanding of</p>		<p>Decorate appropriately. Work safely and hygienically.</p>	
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computing to programme, monitor and control their products.

**DT2/2.1 Cooking & Nutrition**

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture

and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing.  
Weigh and measure using scales independently.  
Cut and shape ingredients using appropriate tools and equipment eg. Grating.  
Join and combine food ingredients appropriately e.g. beating and rubbing in.  
Decorate appropriately.  
Work safely and hygienically.



















