

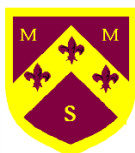
Design and Technology Curriculum Year A-National Curriculum References:

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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Pupil should design and make products that solve real and relevant problems. Design problems presented to pupils as a starting point for their projects should be credible, authentic and relevant to their ages and interests.

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.

Term	Unit title	National Curriculum content
Autumn	Food: preparing fruit and vegetables [including cooking and nutrition requirements for Key Stage 1] e.g. making fruit salads or vegetable kebabs for a class picnic	<p>Cooking and nutrition Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. <p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing and mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, chopping, slicing, grating] ▪ select from and use a wide range of ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria

Spring	Mechanisms sliders and levers e.g. make a moving picture	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ 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 <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ explore and use mechanisms [sliders and levers], in their products.
Summer	Mechanisms Wheels and axles e.g. making toy vehicles	<p>When designing and making, pupils should be taught to: Design</p> <ul style="list-style-type: none"> ▪ 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 <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ explore and use mechanisms [wheels and axles], in their products.



Design and Technology Curriculum Year B-National Curriculum References:

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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Pupil should design and make products that solve real and relevant problems. Design problems presented to pupils as a starting point for their projects should be credible, authentic and relevant to their ages and interests.

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.

Term	Unit title	National Curriculum content
Autumn	Food. Preparing fruit and vegetables [including cooking and nutrition requirements for Key Stage 1] e.g. healthy pizzas	<p>Cooking and nutrition Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. <p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing and mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, chopping, slicing, grating] ▪ select from and use a wide range of ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria

Spring	<p>Structures Free standing structures e.g. Making a London 1666 Home</p>	<p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable <p>Design</p> <ul style="list-style-type: none"> ▪ 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 <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria
Summer	<p>Textiles Templates and joining techniques, e.g. Making puppets</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ 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 <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria