

D&T Overview - Autumn

Key Stage	Year Grp	Topic	Design	Make	Evaluate	Knowledge	Where does this fit into the National Curriculum?
Lower KS2	Year 3	Autumn Eating Seasonally	<ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. 	<ul style="list-style-type: none"> • Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe 	<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. 	<ul style="list-style-type: none"> • 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.

Key Stage	Year Grp	Topic	Design	Make	Evaluate	Knowledge	Where does this fit into the National Curriculum?
Lower KS2	Year 4	Autumn Adapting a recipe	<ul style="list-style-type: none"> Designing a biscuit within a given budget, drawing upon previous taste testing judgements. 	<ul style="list-style-type: none"> Following a baking recipe, from start to finish, including the preparation of ingredients. Cooking safely, following basic hygiene rules. Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). 	<ul style="list-style-type: none"> Evaluating a recipe, considering taste, smell, texture and appearance. Describing the impact of the budget on the selection of ingredients. Evaluating and comparing a range of food products. Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). 	<ul style="list-style-type: none"> To know that the amount of an ingredient in a recipe is known as the 'quantity.' To know that it is important to use oven gloves when removing hot food from an oven. To know the following cooking techniques: sieving, creaming, rubbing method, cooling. To understand the importance of budgeting while planning ingredients for biscuits. 	<ul style="list-style-type: none"> 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.

Key Stage	Year Grp	Topic	Design	Make	Evaluate	Knowledge	Where does this fit into the National Curriculum?
Upper KS2	Year 5	Autumn Frame structures/ shelters	<ul style="list-style-type: none"> • Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation for strength. 	<ul style="list-style-type: none"> • Building a wooden shelter structure. • Independently measuring and marking wood accurately. • Selecting appropriate tools and equipment for particular tasks. • Using the correct techniques to saws safely. • Identifying where a structure needs reinforcement and using card corners for support. • Explaining why selecting appropriating materials is an important part of the design process. • Understanding basic wood functional properties. 	<ul style="list-style-type: none"> • Adapting and improving own shelter structure by identifying points of weakness and reinforcing them as necessary. • Suggesting points for improvements for own shelter and those designed by others. 	<ul style="list-style-type: none"> • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce frames. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood. • To understand how to carry and use a saw safely 	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

Key Stage	Year Grp	Topic	Design	Make	Evaluate	Knowledge	Where does this fit into the National Curriculum?
Upper KS2	Year 6	Autumn Stockings	<ul style="list-style-type: none"> • Designing a stocking in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions. 	<ul style="list-style-type: none"> • Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorate a stocking, attaching features using thread. • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches. 	<ul style="list-style-type: none"> • Reflecting on their work continually throughout the design, make and evaluate process. 	<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches. 	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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>