

D&T Overview - Summer

Key Stage	Year Grp	Topic	Design	Make	Evaluate	Knowledge	Where does this fit into the National Curriculum?
Lower KS2	Year 3	Summer We are bag designers	<ul style="list-style-type: none"> design a purposeful, functional and appealing bag for a specified user based on the design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, paper patterns, mock-ups and computer-aided design. 	<ul style="list-style-type: none"> select and use tools and equipment to cut, shape, join and finish. Select and use textiles according to their characteristics Selecting and cutting fabrics for sewing. Decorating a bag using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template. 	<ul style="list-style-type: none"> explore and evaluate existing bags, evaluate own ideas and products against simple design criteria. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why. 	<ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing. To know that when two edges of fabric have been joined together it is called a seam. To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden. 	<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>

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Lower KS2	Year 4	Summer Mechanical Systems – Pop up books / cards	<ul style="list-style-type: none"> Designing an exhibition which uses a mixture of structures and mechanisms. Naming each mechanism input and output accurately. 	<ul style="list-style-type: none"> Following a design brief to make an exhibition, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. 	<ul style="list-style-type: none"> Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement. 	<ul style="list-style-type: none"> apply understanding of how to strengthen and reinforce materials; use mechanical systems in their products Discuss the audience and purpose for their interactive exhibition and develop simple design criteria Create and discuss their ideas using drawings and prototypes of mechanisms such as pop-up pictures and sliders Make lever mechanisms using tools and equipment provided Choose and use appropriate materials to make their lever mechanisms Explore and evaluate simple interactive books and cards focusing on the way each one is made to move Discuss how their mechanisms meet the design criteria 	<ul style="list-style-type: none"> Use research and develop design criteria to create an innovative interactive exhibition aimed at groups. Generate, model and communicate ideas through discussion, annotated sketches, prototypes and multimedia Select and use a range of tools and equipment to make mechanisms accurately. Select and use materials according to their properties and qualities. Investigate and analyse existing interactive books and cards. Evaluate their individual mechanisms and the exhibition against design criteria, considering the views of others to improve their work

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Upper KS2	Year 5	<p>Summer</p> <p>What could be healthier?</p>	<ul style="list-style-type: none"> Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. 	<ul style="list-style-type: none"> Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe. 	<ul style="list-style-type: none"> Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups. 	<ul style="list-style-type: none"> To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. 	<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.

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Upper KS2	Year 6	Summer Pop up Pizza Shop	<ul style="list-style-type: none"> • use research and develop design criteria to produce products for a pop-up café; • generate, develop and communicate ideas through discussion, annotated sketches, exploded diagrams and computer-aided design/multimedia 	<ul style="list-style-type: none"> • select and use tools and equipment to make appealing, healthy snacks and purposeful, high-quality graphic products. • Select and use materials according to their properties and qualities 	<ul style="list-style-type: none"> •investigate and analyse existing products; <p>evaluate ideas and pop-up cafés, snacks and graphic styles/products;</p> <p>evaluate their ideas and products against design criteria, and consider views of others to improve their work</p>	<ul style="list-style-type: none"> • To know that they can adapt a recipe by adding/changing an ingredient to make a healthy savoury snack • To know how to use tools and equipment to make original signs/ logos with some accuracy • To know how to create annotated sketches of some snacks and signs for a pop-up café and discuss these with others • To understand the need to evaluate their ideas for snacks and signage against design criteria and ask others for feedback 	<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.