

Year 3 Term 2	Year 3 Term 4	Year 3 Term 6	Year 3 Other Skills
<p>Moving Mechanisms <i>e.g. moving Christmas cards, pop-ups, sliders, leavers, push tab</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> Investigate similar products to the one to be made to give a starting points for a design Record the plan by drawing labelled sketches and /or writing Adapt an initial design where needed Cut slots Insert paper fasteners for card linkage Create hinges Use simple pop ups Cut internal shapes Use lolly sticks/card to make levers and linkages Identify the strengths and weaknesses of their design ideas Decide which design idea to develop 	<p>Sewing <i>e.g. magicians cloak, costume for teddy, book costume outfit</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> Investigate similar products to the one to be made to give a starting points for a design Record the plan by drawing labelled sketches and /or writing Develop more than one design Sew two materials together using basic stiches Explore fastenings and recreate some e.g. buttons and loops Use appropriate decoration techniques e.g. applique (glued or simple stiches) Understand the need for patterns Identify the strengths and weaknesses of their design ideas 	<p>Food Technology <i>e.g. pizzas, pasta salad</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> Record the plan by drawing labelled sketches and /or writing Adapt an initial design where needed Develop sensory vocabulary/knowledge using smell, taste, texture and feel Follow instructions Cut, slice, chop, grate Mix a simple dough Make healthy eating choices from an understanding of a balanced diet Work safely and hygienically Identify the strengths and weaknesses of their design ideas Decide which design idea to develop Consider and explain how the finished product could be improved 	<p>Construction/ Materials/ Electronics/ Computing <i>Could be covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> Dismantle objects to see how they work Create shell or frame structures and strengthen using diagonal struts Make structures more stable by giving them a wide base Mark out materials to be cut using a template Cut strip wood/dowel using hacksaw and bench hook See a glue gun being used by an adult I can control and monitor models using software designed for this purpose.

<ul style="list-style-type: none"> Consider and explain how the finished product could be improved 	<ul style="list-style-type: none"> Consider and explain how the finished product could be improved. Consider and explain how the finished product could be improved Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	<ul style="list-style-type: none"> Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	
Year 4 Term 2	Year 4 Term 5	Year 4 Term 6	Year 4 Other Skills
<p>Food Technology <i>e.g. Mayan chocolate</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> Label products to help analyse and understand how products are made Plan a sequence of actions to make a product Propose realistic suggestions as to how they can achieve their design ideas Draw/ sketch design idea diagrams and clearly label Analyse the taste, texture, smell and appearance of a range of foods 	<p>Construction/ Electricity <i>e.g. link to science, design a game on a wooden rectangular frame using a simple bulb or buzzer in design (operation)</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> Draw/sketch and label products to help analyse and understand how products are made Plan a sequence of actions to make a product Propose realistic suggestions as to how they can achieve their design ideas 	<p>Sewing <i>e.g. design and sew a stuffed animal</i></p> <p>Learning Objectives for the unit.</p> <ul style="list-style-type: none"> Use different stitch types Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles Use decorative stitch techniques Draw/sketch and label products 	<p>Moving mechanisms/ sheet material/ Computing <i>Could be incorporated into other units, covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> Use linkages to make movements larger and more varied Create nets Use pneumatic system to create a movement Control and monitor models using software designed for this purpose.

<ul style="list-style-type: none"> • Follow instructions • Join and combine a range of ingredients (chop, grate, slice, mash with increasing accuracy) • Make healthy eating choices • Understand where food comes from • Work safely and hygienically • Measure and weigh ingredients accurately • Identify the strengths and weaknesses of their design ideas • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	<ul style="list-style-type: none"> • Add notes to drawings to help explanation • Draw/ sketch design idea diagrams and clearly label • Incorporate a circuit with a bulb/ buzzer into a model using a simple switch • Make a rectangle or square using strip wood • Cut with some accuracy • Join wood at a right angle • Prototype frame • Measure and mark strip wood and dowel to 1cm • Use glue gun with close supervision (one to one) • Identify the strengths and weaknesses of their design ideas • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	<ul style="list-style-type: none"> • Add notes to drawings to help explanation • Draw/ sketch design idea diagrams and clearly label • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	
<p>Year 5 Term 1</p>	<p>Year 5 Term 4</p>	<p>Year 5 Term 6</p>	<p>Year 5 Other Skills</p>
<p>Structure e.g. Viking long house</p>	<p>Moving Mechanisms</p>	<p>Food Technology e.g. Mexican dips and quesadilla</p>	<p>Sewing/ Computing/</p>

<p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Investigate products/images to collect ideas and use research • Sketch and model alternative ideas • Plan a clear sequence of work • Record ideas using annotated diagrams, including cross sectional drawings • Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Cut strip wood, dowel, square section wood accurately to 1mm • Join materials using appropriate methods • Build frameworks using a range of materials e.g. wood, card, plastic to support mechanisms • Use glue gun with close supervision • How to make strong stiff shell structures 	<p><i>e.g. forces in action, climbing mountains, Easter Story (Cam mechanisms)</i></p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • Investigate products/images to collect ideas and use research • Record ideas using annotated diagrams, including cross sectional drawings • Use models, kits and drawings to help formulate design ideas • Explain the choice of tools in relation to the technique they will use. • Use a cam, pulleys or gears to make an up and down mechanism • Cut strip wood, dowel, square section wood accurately to 1mm • Join and combine materials with temporary, fixed or moving joints • Use a craft knife, cutting mat and safety ruler under one to one supervision • Reflect on their work using design criteria stating how well 	<p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • Investigate products/images to collect ideas and use research • Plan a clear sequence of work • Record ideas using annotated diagrams. • Prepare food products taking into account the properties of ingredients and sensory characteristics • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Cut and shape ingredients using appropriate tools and equipment e.g. grating, slicing, chopping, mashing, blending • Understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms). 	<p><i>Could be covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). • Write code to control and monitor models or products. • Decorate textiles appropriately often before joining components • Pin and tack fabric pieces together • Combine fabrics to create more useful properties • Make quality products
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<ul style="list-style-type: none"> • How to reinforce and strengthen a 3D frame • Cut accurately and safely to a marked line • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Identify what does and does not work in the product • Make suggestions as how their design could be improved 	<p>the design fits the needs of the user</p> <ul style="list-style-type: none"> • Identify what does and does not work in the product • Make suggestions as how their design could be improved 	<ul style="list-style-type: none"> • Demonstrate a range of cooking techniques on a hob. • Decorate appropriately • Work safely and hygienically 	
<p>Year 6</p>	<p>Year 6</p>	<p>Year 6</p>	<p>Year 6 Other Skills</p>
<p>Moving Mechanisms <i>e.g. motor powered car linked to science</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Develop one idea in depth • Make prototypes • Use found information to inform decisions, research and market research • Draw annotated plans including cross sections and 	<p>Sewing <i>e.g. work on designing and making costumes for their production</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Develop one idea in depth • Use found information to inform decisions, research and market research • Make quality products 	<p>Food Technology <i>e.g. food from around the common wealth, bake sale to raise awareness of rainforest conservation, baked goods to sell as year 6 fundraising (hoodies)</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Develop one idea in depth • Make prototypes 	<p>Printing/ Pattern/ Collage <i>Could be covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> • Write code to control and monitor models or products • Create circuits using electronics kits that employ a number of components with increasing confidence.

<p>exploded diagrams which can be read/followed by someone else</p> <ul style="list-style-type: none"> • Give a report using correct technical vocabulary • Build frameworks using a range of materials e.g. wood, card, corrugated plastic to support mechanisms • Cut accurately and safely to a marked line • Join and combine materials with temporary, fixed or moving joints • Incorporate a motor and a switch into a model • <i>Control a model using an ICT programme</i> • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Identify what does and does not work in the product • Make suggestions as how their design could be improved 	<ul style="list-style-type: none"> • Create 3D products using pattern pieces and seam allowance • Understand pattern layout • Join fabrics using over sewing, back stitch, blanket stitch <i>or machine sewing with closer supervision.</i> • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles • Identify what does and does not work in the product • Make suggestions as how their design could be improved 	<ul style="list-style-type: none"> • Use found information to inform decisions, research and market research • Draw annotated plans which can be read/followed by someone else • Work safely and hygienically • Select and prepare foods for a particular purpose • Measure accurately and calculate ratios of ingredients to scale up or down from recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. • Demonstrate a range of baking techniques • Show awareness of a healthy diet from an understanding of a balanced diet • Reflect on their work using design criteria stating how well the design fits the needs of the user • Make suggestions as how their design could be improved 	<ul style="list-style-type: none"> • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).
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