



ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

A VOLUNTARY ACADEMY

Design Technology Curriculum 2019

	Year 1	Topic /Trips
Developing, planning and communicating idea	<ul style="list-style-type: none"> ● Draw on their own experiences to help generate ideas ● Suggest ideas and explain what they are going to do ● Identify a target group for what they intend to design and make ● Model their ideas in card and paper ● Develop their design ideas applying findings from their earlier research 	Christmas decorations 3D shape monster Famous buildings Building a church
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> ● Make their design using appropriate techniques ● With help measure, mark out, cut and shape a range of materials ● Use tools eg scissors and a hole punch safely ● Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape ● Select and use appropriate fruit and vegetables, processes and tools ● Use basic food handling, hygienic practices and personal hygiene ● Use simple finishing techniques to improve the appearance of their product 	Face biscuit. Remembrance Sunday Poppy Pancakes Mince pie stars Fraction pizzas Science week- Baking bread Cards for Christmas, Easter, Mothers day, Fathers day Easter nests Senses week-food tasting,

		Sensory playdough. Baking ginger biscuits.
Evaluating processes and products	<ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it 	Building a waterproof house Clay Diva lamp
Food and Nutrition	<ul style="list-style-type: none"> • Understand where food comes from • Use the basic principles of a healthy and varied diet to prepare dishes 	Fruit cocktail Harvest soup Healthy plate Fruit smoothie
	<p style="text-align: center;"><u>Working Towards</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform • Explore and evaluate a range of existing products • Build structures, exploring how they can be made stronger, stiffer and more stable • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 	<p style="text-align: center;"><u>Working at</u></p> <p>Full objectives achieved.</p>

	Year 2	Topic /Trips
Developing, planning and communicating idea	<ul style="list-style-type: none"> • Generate ideas drawing on their own and other people's experiences 	Design and make egg drop

	<ul style="list-style-type: none"> • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts 	<p>container</p> <p>Plant sketching/ labelling</p>
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. • Use basic sewing techniques • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques 	<p>Remembrance Sunday Poppy</p> <p>Cards for Christmas, Easter, Mothers day, Fathers day</p> <p>Materials sewing project</p> <p>Pancakes, Easter nests</p>
Evaluating processes and products	<ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 	<p>Egg drop</p> <p>Sewing project</p> <p>Healthy plate</p> <p>Baking</p>
Food and Nutrition	<ul style="list-style-type: none"> • Understand where food comes from • Use the basic principles of a healthy and varied diet to prepare dishes 	<p>Baking biscuits</p> <p>Healthy plate design</p> <p>Smoothie design</p> <p>Food sorting/ tasting</p>
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> • Begin to generate ideas drawing on their own and other people's experiences • Make simple drawings and label some parts • Begin to develop their design ideas through discussion, 	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">Full objectives achieved.</p>

	<p>observation , drawing and modelling</p> <ul style="list-style-type: none"> • Talk about a purpose for what they intend to design and make • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment with support. • Use basic sewing techniques with support • Follow safe procedures for food safety and hygiene <ul style="list-style-type: none"> • Talk about strengths and possible changes they might make to their designs • Talk about their ideas, saying what they like and dislike about them • Understand where food comes from • Begin to use the basic principles of a healthy and varied diet to prepare dishes 	
--	---	--

	Year 3	Topic /Trips
Developing, planning and communicating idea	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing 	Making fridge magnets Christmas Bags/Decorations
Working with tools, equipment, materials and components to	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components 	Fridge Magnets Cards

make quality products (inc food)	<p>with more accuracy</p> <ul style="list-style-type: none"> • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<p>Pancakes/Shrove Tuesday Healthy Eating</p> <p>Science Week Egg carrier</p>
Evaluating processes and products	<ul style="list-style-type: none"> • Evaluate their product against original design criteria e.g. how well it meets its intended purpose • Disassemble and evaluate familiar products 	Fridge Magnets
Food and Nutrition	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy & varied diet • Understand seasonality, where & how a variety of ingredients are grown 	<p>Healthy Eating Topic Stone Age Hunter/gatherers/Farmers Harvest</p>
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <p>Create some items according to brief (independent and with support) Work safely with appropriate tools Complete evaluation process with support Does the design fit the brief</p>	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">All objectives achieved</p>

	Year 4	Topic /Trips
--	--------	--------------

<p>Developing, planning and communicating idea</p>	<ul style="list-style-type: none"> ● Generate ideas, considering the purposes for which they are designing . ● Make labelled drawings from different views showing specific features ● Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail ● Evaluate products and identify criteria that can be used for their own designs 	<p>Sound / Electricity</p> <p>Living Things</p> <p>Fashion</p> <p>Electricity</p>
<p>Working with tools, equipment, materials and components to make quality products (inc food)</p>	<ul style="list-style-type: none"> ● Select appropriate tools and techniques for making their product ● Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques ● Join and combine materials and components accurately in temporary and permanent ways ● Sew using a range of different stitches, weave and knit ● Measure, tape or pin, cut and join fabric with some accuracy ● Use simple graphical communication techniques 	<p>Romans / Fashion</p> <p>Romans/ Fashion</p> <p>Romans/ Fashion</p> <p>Romans/ Fashion</p> <p>Fashion</p>
<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> ● Evaluate their work both during and at the end of the assignment ● Evaluate their products carrying out appropriate tests 	<p>States of Matter/ Fashion</p> <p>States of Matter</p>
<p>Food and Nutrition</p>	<ul style="list-style-type: none"> ● Measure, using appropriate tools, equipment and techniques ● Join and combine materials accurately in temporary and permanent ways 	<p>WW2 (ration cooking)</p> <p>Solids liquid and gases (separating salt and water)</p> <p>Healthy living? (if funding for them to come again)</p>

Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> ● Draw labelled drawings from different views showing specific features ● Select appropriate tools and techniques for making their product ● Say whether the product meets the design brief. ● Suggest simple ways they could improve their product 	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">All objectives achieved</p>
------------	--	---

	Year 5	Topic /Trips
Developing, planning and communicating idea	<ul style="list-style-type: none"> ● Generate ideas through brainstorming and identify a purpose for their product ● Draw up a specification for their design ● Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail ● Use results of investigations, information sources, including ICT when developing design ideas 	Forces - model cars Planning a product (Properties of materials)
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> ● Select appropriate materials, tools and techniques ● Measure and mark out accurately ● Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) ● Cut and join with accuracy to ensure a good-quality finish to the product 	Clay modelling (Beowulf) Experiments properties of materials
Evaluating processes and	<ul style="list-style-type: none"> ● Evaluate a product against the original design 	Model Car - Forces

products	specification Evaluate it personally and seek evaluation from others	
Food and Nutrition	<ul style="list-style-type: none"> Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens 	Healthy salad Kitchen Kids Film Shortbread biscuits
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> Generate ideas for the design through research Begin to communicate a basic idea for their design Explain through a simple method or storyboard - planning how to use materials, equipment and processes Apply rules for basic health and safety procedures during practical sessions Use scaffolding to evaluate their final product. 	<p style="text-align: center;"><u>Working at</u></p> All objectives achieved

	Year 6	Topic /Trips
Developing, planning and communicating idea	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways 	Theme Park Project Production

	<ul style="list-style-type: none"> Plan the order of their work, choosing appropriate materials, tools and techniques 	
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product 	Production Science Week investigations
Evaluating processes and products	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved 	Science Week investigations Theme Park Project
Food and Nutrition	<ul style="list-style-type: none"> Prepare and cook predominately savory dishes using a range of cooking techniques 	Prepare food to sell Humans including animals (prepare a healthy snack)
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> Begin to communicate ideas through labelled drawings Follow a design specification With support, plan the order of their work, choosing appropriate materials, tools and techniques Begin to evaluate their products thinking about what went well and what didn't go well as well as what could be done differently next time to improve 	<p style="text-align: center;"><u>Working at</u></p> <p>All objectives achieved</p>