


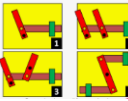


D&T is woven into our LMTW curriculum topics; this ensures children understand key concepts and knowledge around the design and evaluation process and have the opportunity to apply skills to different contexts; the topics also ensure the children can see links to the real world and to other curriculum subjects. We plan for enrichment days, visits and visitors so the children see the application of the D&T process in real life contexts. To ensure full coverage and progression for each year group, we have a two year rolling programme using the D&T Association 'Projects On A Page' (POAP) and have half-termly 'technology days'. This approach helps children to retain knowledge whilst practicing and developing practical skills.

Autumn Term 2023		
	Autumn 1	Autumn 2
Choughs 2	<p>'Internation Media Station' Pupils will explore some basic textile skills of cutting around a template, adding embellishments and stitching two pieces of fabric together in order to design a t-shirt or top for a broadcasting celebrity</p> <p>Concepts NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> Design and make a T-shirt or top for a broadcasting celebrity 	<p>'Paddington's Passport' 'The Wordsmith'</p> <div> <p>POAP</p> <p>Aspect of D&T: Textiles</p> <p>Focus: Templates and Joining Techniques</p> </div>
Choughs 3 Choughs 4	<p>Pupils will build on their prior knowledge and previously developed skills and add increasingly complex embellishments to their designs including buttons and a range of effects.</p> <p>Concepts NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately NC - 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 NC - Investigate and analyse a range of existing products</p>	<div> <p>POAP</p> <p>Aspect of D&T: Structures</p> <p>Focus: Shell Structures</p> </div>
Spring Term 2024		
	Spring 1	Spring 2
Choughs 2	<p>'Come Fly with Me' Africa</p> <ul style="list-style-type: none"> Learn about where vegetables and fruit grows Discover where foods come from in choosing, preparing and tasting different dishes Understand the social aspect of eating food together Know how to prepare food safely and hygienically Follow safe procedures Add NC links make a simple version for the shared menu- non-cooked? <div> <p>POAP</p> <p>Aspect of D&T: Food</p> <p>Focus: Preparing Fruit and Vegetables B</p> </div>	<p>'Under the Canopy' In this unit, pupils will design and make a prototype of a toy. Pupils will need to consider the answers to three key questions in the design phase of their task:- Who is the toy for? How does the design and function of the toy suit the person it is intended for? Where and how might this person use this toy?</p> <p>Concepts NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics NC - Understand the important of exploring and evaluating a range of existing products NC - Evaluate their ideas and products against design criteria</p>

<p>Choughs 3 Choughs 4</p>	<p>This unit focuses on food technology. Pupils will expand their understanding of where food comes from by recognising that a lot of food products come from African countries, and they will look at Fairtrade as an organisation that ensures farmers and growers get a fair price for their produce. Pupils will learn how to prepare and make a range of African inspired dishes. They will need to consider hygiene and safety when using heat sources and also think about how their food is presented from a design technology perspective.</p> <p>Concepts NC - Select from and use a wider range of tools and equipment to perform practical tasks NC - 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 NC - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques NC - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Design Technology - Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet (NC) <p>A Balanced Diet – Plant or Animal (within Come Fly with Me! Africa)</p> <ul style="list-style-type: none"> Know what constitutes a healthy diet (including understanding calories and other nutritional content) <div> <p>POAP</p> <p>Aspect of D&T: Food</p> <p>Focus: Healthy and Varied Diet A</p> </div>		<p>Pupils will be using The Extraordinaires Tribal Child project in this unit. They will be familiar with the initial processes of studying the persona of the user, their needs analysis and what it is they are designing. In Adventurers, pupils will be expected to work through the stages in more detail, for example, when thinking of ways to improve, they will need to revisit the user's profile and assess how their design could be made more suitable. Pupils need to think carefully about the materials being used with links to functionality and aesthetics.</p> <p>Concepts NC - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately NC - 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 NC - Investigate and analyse a range of existing products NC - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> Design and make a prototype of a new toy for tribal child made of natural materials
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Summer Term 2024			
	Summer 1		Summer 2
<p>Choughs 2</p>	<p>‘Law and order’ Pupils will develop skills needed in order to design and make a simple celebration card that includes basic sliders and levers. They will be introduced to vocabulary such as mechanism, lever and slider and explore different ways these can be made with simple materials, tools and techniques. Pupils will be familiarised with some early safety tips such as asking adults to cut or slice cardboard with sharp knives or cutters. They may also use the ‘Makedo’ card cutters independently</p> <p>Skills Development Task Concepts NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology NC – Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p>		<p>‘Three Giant Steps’</p> <div> <p>POAP</p> <p>Aspect of D&T: Mechanisms</p> <p>Focus: Wheels and Axles</p> </div>
<p>Choughs 3 Choughs 4</p>	<p>Pupils will embed and build on previous knowledge of how to construct and use levers by integrated them with linkages. They will explore a range of lever and linkage types and their methods of construction. Pupils will use this knowledge by designing and making a celebration card using one of these moving levers. Thoughtful and considered design is needed in this task.</p> <p>Skills Development Task- Levers and Linkages 1 Concepts NC - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <ul style="list-style-type: none"> Construct some of the examples of levers and linkages Design, make and evaluate a celebration card that includes a mechanical system. The picture must use levers and linkages 		<div> <p>POAP</p> <p>Aspect of D&T: Mechanical Systems</p> <p>Focus: Pneumatics</p> </div>