

Kelloe DT	Autumn	Spring	Summer
Year 1	<p>Christmas card with moving mechanism</p> <ul style="list-style-type: none"> -pop-up Christmas card -moving mechanism card -use IT to explore cards with moving mechanisms -card, paper -scissors, tearing, folding, curling -glue, pencil -foil, sugar paper, cellophane, tissue paper, card, wood -fabric, felt, wool, thread -look at current pop-up / moving mechanism cards <p>Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> -structure of the card to hold the mechanism -mechanism in a Christmas card, slider or lever -create a simple picture to test mechanism 	<p>Felt toy</p> <ul style="list-style-type: none"> -felt soft toy -jigsaw puzzle with a link to art -use IT to explore different felt toys -scissors, thread, staples, needle, glue -range of fabrics -simple soft toys -materials they are made from -how fixed together <p>Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> -how to make fabric strong to withstand play -amount of fabric needed to make it secure 	<p>Summer picnic / dish</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <ul style="list-style-type: none"> -learn how to prepare vegetables -create a veg / fruit skewer -look at how a healthy dish is prepared, using images of food / real uncooked items, create healthy dishes/plates -make a healthy dish <p>Understand where food comes from.</p> <ul style="list-style-type: none"> -identify different foods and the types of food they are -identify where the different foods come from / what type of weather do they need to grow
Year 2	Cooking and Nutrition – Winter Warmer	Replicate a ship	Create a vehicle

	<p>Use the basic principles of a healthy and varied diet to prepare dishes. -learn how to prepare vegetables -create a veg / fruit skewer -look at how a healthy dish is prepared, using images of food / real uncooked items, create healthy dishes/plates -make a healthy dish</p> <p>Understand where food comes from. -identify different foods and the types of food they are -identify where the different foods come from / what type of weather do they need to grow</p>	<ul style="list-style-type: none"> ● design purposeful, functional, appealing products based on design criteria. ● generate, develop, model and communicate ideas ● build structures, exploring how they can be made stronger and stable ● select and use a range of tools equipment ● select from and use a range of materials and components ● explore and evaluate a range of existing products ● evaluate ideas and products against design criteria 	<ul style="list-style-type: none"> ● design purposeful, functional, appealing products based on design criteria. ● generate, develop, model and communicate ideas ● explore and use mechanisms ● select and use a range of tools equipment ● select from and use a range of materials and components ● explore and evaluate a range of existing products ● evaluate ideas and products against design criteria
Year 3	<p>Design: Prove that a design meets a set criteria.</p> <p>Make: -Follow a step by step plan, choosing the right equipment and materials. -Work accurately to measure, make cuts and make holes.</p> <p>Evaluate: -Explain how to improve a finished model -know why or why not a model has been successful.</p> <p>Technical knowledge: -Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p>	<p>Design: -Design a product and make sure that it looks attractive -Choose a material for both its suitability and its appearance.</p> <p>Make: -Select the most appropriate tools and techniques for a given task. -Make a product which uses both electrical and mechanical components.</p> <p>Evaluate: -Explain how to improve a finished model -know why or why not a model has been successful.</p> <p>Technical knowledge: -Use a simple IT program within a design.</p>	<p>Food technology: -Describe how food ingredients come together -Weigh out ingredients and follow a given recipe to create a dish. -Talk about which food is healthy and which food is not.</p>

Year 4	<p>Design:</p> <ul style="list-style-type: none"> -Use ideas from other people when designing. - Persevere and adapt work when original ideas do not work. <p>Make:</p> <ul style="list-style-type: none"> -Know which tools to use for a particular task and show knowledge of handling the tool. <p>Evaluate:</p> <ul style="list-style-type: none"> -Evaluate and suggest improvements for design -Present a product in an interesting way. <p>Technical knowledge:</p> <ul style="list-style-type: none"> -Use IT, where appropriate, to add to the quality of the product. 	<p>Design:</p> <ul style="list-style-type: none"> -Produce a plan and explain it. - Communicate ideas in a range of ways, including by sketches and drawings, which are annotated. <p>Make:</p> <ul style="list-style-type: none"> -Know which material is likely to give the best outcome. -Measure accurately. <p>Evaluate:</p> <ul style="list-style-type: none"> -Evaluate products for both their purpose and appearance. -Explain how the original design has been improved. <p>Technical knowledge:</p> <ul style="list-style-type: none"> -Links scientific knowledge by using lights, switches or buzzers. -Use electrical systems to enhance the quality of the product. 	<p>Food technology:</p> <ul style="list-style-type: none"> -Know how to be both hygienic and safe when using food. - Bring a creative element to the food product being designed.
Year 5	<ul style="list-style-type: none"> • Making a prototype before making a final version • Make a product that relies on pulleys or gears • Use more complex IT program to help enhance the quality of the product produced 	<p>Mexican</p> <ul style="list-style-type: none"> • Be hygienic and safe in the kitchen • Know how to prepare a meal by collecting ingredients • Know which season various foods are available for harvesting 	<ul style="list-style-type: none"> • Come up with a range of ideas after collecting information from different sources • Produce a detailed step by step plan • Explain how a product will appeal to a specific audience • Suggest alternative plans, outlining the positive features and draw backs
Year 6	<p>Food technology</p> <ul style="list-style-type: none"> • Explain how food should be stored and give reasons 	<p>Shelter</p> <ul style="list-style-type: none"> • Know how to test and evaluate products 	<p>Light</p> <ul style="list-style-type: none"> • Use market research to inform plans and ideas • Justify planning

	<ul style="list-style-type: none">• Work within a budget to create a meal• Understand the difference between a sweet and savoury meal	<ul style="list-style-type: none">• Use knowledge to improve a made product by strengthening, stiffening, or reinforcing	<ul style="list-style-type: none">• Know which tool to use for a specific practical task• Know how to use any tool correctly and safely• Know what each tool is used for and explain why a specific tool is best• Use electrical systems correctly and accurately to enhance a given product
--	--	--	---