

Plan of D and T skills across the school to ensure coverage and progression

Term	Year 3	Year 4	Year 5	Year 6
Autumn	<p style="text-align: center;"><u>Food Glorious Food – Healthy Salads</u></p> <p><i>Investigating, designing, making and evaluating balanced and healthy salads.</i></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<p style="text-align: center;"><u>Viking Purses – Textiles</u></p> <p><i>Designing and making a Viking inspired container using different stitches and thinking about its suitability for purpose.</i></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	<p style="text-align: center;"><u>Outer Space – Mechanisms</u></p> <p><i>Inspired by the Earth, Sun and Moon topic, children to design and construct a moving toy with a space theme.</i></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. 	<p style="text-align: center;"><u>Controllable vehicles – Electricity & Mechanisms</u></p> <p><i>Design and make a moving vehicle with engine, battery and circuit system (linked to World War 2 and Science).</i></p> <p style="text-align: center;"><u>SKILLS</u></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). • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

<p>Spring</p>	<p><u>Silhouette Light Cubes - Construction</u></p> <p><i>Designing, creating and evaluating French and shadow inspired light boxes.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 		<p><u>Journeys – Construction</u></p> <p><i>Children to design and create an effective cargo boat ensuring it can carry weight effectively.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. 	
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<p>Summer</p>	<p><u>Biomes – Mechanics</u></p> <p><i>Use scientific knowledge of transferring forces to make a biomes using levers and pulleys linked to animal environments topic.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<p><u>Fruit Art – Food</u></p> <p><i>Creating portraits from a range of food inspired by Giuseppe Arcimboldo’s The Gardener.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Make products by working efficiently (such as by carefully selecting materials). • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. <p><u>Inventions – Electricity and construction</u></p> <p><i>Inspired by Greek inventions, design, make and evaluate a product powered by an electrical circuit.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Create series and parallel circuits • Choose suitable techniques to construct products and repair items. • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Disassemble products to understand how they work. 	<p><u>Bread – Food</u></p> <p><i>Experience and taste different types of bread that children eat from around the world before designing and creating their own bread product.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Use sources of information to deduce information about the past (E.g. Why did people settle near the Nile?) • Use sources of information to form a testable hypothesis about the past (E.g. I think that the most important job was the ...because. Evidence shows that...) Complete own enquires, selecting sources. • Understand that no single source of evidence will give us the full answer to questions about the past • Compare time period (with Ancient Greeks/Romans) this could be on a theme numbers/death and burial/war/experiences of men and women/beliefs-use children’s interest and build on comparisons made in year 4 between Greeks and Romans. • Worldwide chronology focus 	<p><u>What a performance – Textiles</u></p> <p><i>Studying Mayan festivals and head-dresses using sewing techniques.</i></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
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