Leedstown DT overview

## Intent

At Leedstown, we aim to provide children with a DT education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on a shared project. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, vocabulary and resilience.

## Implementation

Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children learn about Design & Technology through a variety of projects, linked to their topic learning in class or with a 'product' in mind for marketing and. Through the development of skills children begin designing appealing products for themselves before linking this understanding to the future design of purposeful and functional projects. Children are encouraged to evaluate existing products and discuss improvements to their designs and products.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Starlings A** | **What is special about me?** | **What's in the toy box?**<br><br>Kapow EYFS: Junk modelling<br><br>**Textiles: Puppets**<br>Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design.<br><br>Kapow Yr1: Puppets | **Where do I live?** | **What is farming important to us?**<br><br>**Knowledge The children will know:**<br>**Cooking and nutrition:**<br>Preparing fruit and vegetables<br>***Design, make and evaluate a fruit / veg snack to take on a picnic***<br><br>Kapow Yr1: Making a smoothie | **Who were the Cornish inventors?**<br><br>**Knowledge The children will know:**<br>**Structures**: Boats<br>***Design, make and evaluate a boat***<br><br>Kapow EYFS Structures: boats | **What is it like to live by the sea?** |

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| | | **Prior learning:**<br><br>• Explored and used different fabrics.<br>• Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products.<br><br>**Skills**<br>**The children will be able to:**<br><br>Designing<br>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.<br>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.<br>• **Create annotated working drawings**<br>Making<br>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.<br>• Select from and use textiles according to their characteristics.<br>With some support, begin to use basic stitching techniques<br>Make simple templates and 'mock ups<br>Evaluating<br>• Explore and evaluate a range of existing textile products relevant to the project being undertaken.<br>• Evaluate their ideas throughout and their final products against original design criteria.<br>Technical knowledge and understanding<br><br>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.<br>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.<br>*know that scissors used for cutting fabric MUST not be used for cutting any other material<br>• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.<br>Know and use technical vocabulary relevant to the project. | | **Prior Learning:**<br>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.<br>• Experience of cutting soft fruit and vegetables using appropriate utensils.<br><br>**Skills**<br>**The children will be able to:**<br><br>**Designing**<br>• Design appealing products for a particular user based on simple design criteria.<br>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.<br>• Communicate these ideas through talk and drawings.<br>• **Begin to annotate and label design drawings**<br>**Making**<br>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.<br>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.<br>**Evaluating**<br>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.<br>• Evaluate ideas and finished products against design criteria, including intended user and purpose.<br>**Technical knowledge and understanding**<br>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.<br>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.<br>Know and use technical and sensory vocabulary relevant to the project. | In this unit, children explore what is meant by 'waterproof,' 'floating,' and 'sinking,' then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own. | |

| Starlings B | What makes our school special? | Why do we celebrate? | What is it like to live in a cold place? | Who can help me? | What is the weather like today? | How have holidays in Cornwall changed? |
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| | | **Knowledge The children will know:**<br>**Cooking and nutrition:**<br>Christmas Biscuits<br>***Design, make and evaluate a Christmas biscuit to sell at a Christmas market*** | | **Knowledge The children will know:**<br>**Mechanisms**: Wheels and axles<br>***Design, make and evaluate an emergency vehicle***<br>Kapow Year 1 – Mechanisms: Wheels and axles | **Knowledge The children will know:**<br>**Mechanisms**: Sliders and levers<br>***Design, make and evaluate moving picture inspired by weather topic***<br>Kapow Year 1: Making a moving storybook | • |
| | | **NC Cooking and nutrition** Across KS1 pupils should know:<br>• that all food comes from plants or animals<br>• that food has to be farmed, grown elsewhere (e.g. home) or caught<br>Across KS1 pupils should know:<br>• how to name and sort foods into the five groups in The eatwell plate<br>• that everyone should eat at least five portions of fruit and vegetables every day<br>• how to prepare simple dishes safely and hygienically, without using a heat source<br>• how to use techniques such as cutting, peeling and grating<br>**Prior Learning:**<br>• Children will have had experience of preparing fruit and vegetables in Y1.<br>• Know the importance of handwashing prior to preparing food<br>• have had some experience of the basic principles of a healthy and varied diet<br>• Pupils should know that the Sun and rain is needed for growing food<br>**Skills**<br>**The children will be able to:**<br>**Designing**<br>• Design appealing products for a particular user based on simple design criteria.<br>* Research and evaluate different biscuit products<br>• understand that food found locally is dependent on seasonality and choose accordingly<br>• sourced from different countries when it can't be found locally<br>• Generate initial ideas and design criteria through investigating a variety of existing biscuit products<br>• Communicate these ideas through talk and drawings.<br>**Making**<br>• Use simple utensils and equipment to e.g. weigh, mix, roll, cut…<br>• Select from a range of flour and added ingredients according to their characteristics e.g. colour, texture and taste to create a chosen product. | | **Prior Learning:**<br>• Assembled vehicles with moving wheels using construction kits.<br>• Explored moving vehicles through play.<br>• Developed some cutting, joining and finishing skills with card.<br>**Skills**<br>**The children will be able to:**<br>**Designing**<br>• Generate initial ideas and simple design criteria through talking and using own experiences.<br>• Develop and communicate ideas through drawings and mock-ups.<br>**Making**<br>• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.<br>• Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.<br>**Evaluating**<br>• Explore and evaluate a range of products with wheels and axles.<br>• Evaluate their ideas throughout and their products against original criteria.<br>**Technical knowledge and understanding**<br>• Explore and use wheels, axles and axle holders.<br>Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. | **Prior Learning:**<br>• Early experiences of working with paper and card to make simple flaps and hinges.<br>• Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.<br>**Skills**<br>**The children will be able to:**<br>**Designing**<br>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.<br>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.<br>**Making**<br>• Plan by suggesting what to do next.<br>• Select and use tools, explaining their choices, to cut, shape and join paper and card.<br>• Use simple finishing techniques suitable for the product they are creating.<br>**Evaluating**<br>• Explore a range of existing books and everyday products that use simple sliders and levers.<br>• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding**<br>• Explore and use sliders and levers.<br>• Understand that different mechanisms produce different types of movement.<br>Know and use technical vocabulary relevant to the project | |

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| | | **Evaluating**<br>• Taste and evaluate a range of biscuit products to determine the intended user's preferences.<br>• Evaluate ideas and finished products against design criteria, including intended user and purpose.<br>**Technical knowledge and understanding**<br>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including where biscuits are part of The Eatwell Guide. Know about the health issues surrounding sugary food.<br>• Know and use technical and sensory vocabulary relevant to the project. | | | | |
| **Magpies A** | **<u>What makes the UK special?</u>**<br>**Knowledge The children will know:**<br>**Textiles:** <u>Joining materials and adding details</u><br>***Design, make and evaluate a holder/ purse/wallet for a friend or relative***<br>Kapow Year 2: textiles, pouches | **<u>What was life like in the Stone Age?</u>**<br>**Art** | **<u>What is it like to live in Rome today?</u>**<br>Art | **<u>What did the Romans do for us?</u>**<br>**Knowledge The children will know:**<br>**Structures:** <u>Freestanding structures</u><br>***Design, make and evaluate a freestanding Roman bath structure***<br>Kapow (Y3): structuring a castle | **<u>Why is water important?</u>**<br>**Knowledge The children will know:**<br>**Mechanisms:** <u>levers, linkages and pivots</u><br>***Design, make and evaluate a moving river monster***<br>Kapow Year 2: making a moving monster | **<u>Were the Anglo Saxons really 'smashing'?</u>**<br>**Art** |

**Prior Learning:**

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

**Skills**
**The children will be able to:**

**Designing**

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated and labelled sketches, prototypes, final product sketches and pattern pieces.

**Making**

- Learn and begin to use (and incorporate into their designs) more complex stitching techniques (eg, blanket stitch.

*Plan the main stages of making.

- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

**Evaluating**

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.

**Technical knowledge and understanding**

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.

Know and use technical vocabulary relevant to the project.

**Skills**
**The children will be able to:**

**Painting**

- Make colour wheels
- Use primary colours to mix secondary colours and add white and black to tint and shade
- Identify complementary colours
- Experiment with paint to create a range of tones
- Use the paintbrush effectively to add different amounts of paint
- Manipulate the paint brush to paint effectively
- Mix colours fully to ensure an even shade
- Mix and paint to produce a gradient of colour
- Use a variety of techniques to produce different outcomes.

**Prior Learning:**

- Experience of using construction kits to build walls, towers and frameworks.
- Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
- Experience of different methods of joining card and paper.

**Skills**
**The children will be able to:**

**Designing**

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

**Making**

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

**Evaluating**

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

**Technical knowledge and understanding**

- Know how to make freestanding structures stronger, stiffer and more stable.
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**Skills**
**The children will be able to:**

**Drawing**

- Use pressure to achieve different levels of tone
- Select a range of tools to achieve different outcomes (Hard and soft pencils)
- Accurately draw the outline of something, leaving out the smaller details
- Use line and shape to create form

**Pastels or chalks**

- Select colours of pastels or chalks to best match an observed subject

**Computing**

- Use computing skills to produce a digital artefact (See previous computing learning skills)

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| **Magpies B** | **Why are Rainforests unique?**<br><br>• **art** | **What made the great fire of London great?**<br>**Knowledge The children will know:**<br><br>**Food:** Healthy and varied diet<br><br>***Design, make and evaluate a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie***<br><br>NC Cooking and nutrition<br>**Across KS2 pupils should know**<br>• that a recipe can be adapted a by adding or substituting one or more ingredients • that food is grown, reared and caught in the UK, Europe and the wider world * how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source<br>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking<br>**In early KS2 pupils should also know:**<br>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate<br>that to be active and healthy, food and drink are needed to provide energy for the body | **How powerful is our world?**<br><br>**art**<br>. | **What was it like to be a tin miner?**<br><br>**Knowledge The children will know:**<br><br>**Mechanisms:** Mine winch/winder<br><br>Kapow Yr2: Fairground wheel unit<br><br>***Designing and creating a functional Mining winch so that the wheel rotates and the structure stands freely.*** | **How does a river change along its journey?**<br>**art** | **How has transport changed in the last 100 years?**<br><br>**Knowledge The children will know:**<br><br>**Electrical systems:**<br>Electrical poster<br><br>Kapow Yr 3– Electrical systems: Electrical poster<br>• ***Introducing information design and developing an electric museum display based on how travel has changed.*** |
| • | **Prior Learning:**<br><br>Know some ways to prepare ingredients safely and hygienically.<br>• Have some basic knowledge and understanding about healthy eating and The Eatwell Guide.<br>• Have used some equipment and utensils and prepared and combined ingredients to make a product.<br>Have had experience designing, making and evaluating bread products<br><br>**Skills** | | **Prior Learning:**<br><br>• Experience of using different joining, cutting and finishing techniques with paper and card.<br>• A basic understanding of 2D and 3D shapes in mathematics and the physical properties and everyday uses of materials in science.<br><br>**Skills**<br>**The children will be able to:** | | • |

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| | | | | **Designing** | | |

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| | • | **The children will be able to:**<br><br>**Designing**<br>• Research bread products and fillings from Greece<br>*Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.<br>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.<br>*Draw exploded diagrams of their product design<br>**Making**<br>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.<br>• Select and use appropriate utensils and equipment to prepare and combine ingredients.<br>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.<br>**Evaluating**<br>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.<br>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.<br>**Technical knowledge and understanding**<br>• Know how to use appropriate equipment and utensils to prepare and combine food.<br>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.<br>Know and use relevant technical and sensory vocabulary appropriately. | • | • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.<br>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.<br>*with support, draw simple shapes (cuboids) isometrically using isometric paper<br>*draw precise nets with dimensions which include glueing tabs<br>**Making**<br>• Order the main stages of making.<br>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.<br>• Explain their choice of materials according to functional properties and aesthetic qualities.<br>• Use finishing techniques suitable for the product they are creating.<br>**Evaluating**<br>• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have be en used.<br>• Test and evaluate their own products against design criteria and the intended user and purpose.<br>**Technical knowledge and understanding**<br>• Develop and use knowledge of how to construct strong, stiff shell structures.<br>*know how to layer and 'ply' materials to strengthen them. Understand that some materials, eg, corrugated cardboard, are stronger in one direction than the other<br>* How tabs can be used to increase the surface area of materials for glueing<br>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.<br>• • Know and use technical vocabulary relevant to the project. | • | • |

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| **Eagles A** | **Where in the world is Nigeria and what is it like to live there?**<br>**art** | **What happened to the Ancient Kingdom of Benin?**<br><br>**Structures:** Playground<br>***Design, make and evaluate playground featuring a variety of different structures***<br>Kapow Yr 6: playgrounds | **The USA – the same or different?**<br>**art** | **Victorians**<br><br>**Textiles:** stuffed toys<br><br>***Making and designing a toy in a style to a Victorian bear***<br>Kapow Yr5: Textiles stuffed toys | **Why did the world go to war?**<br>**art**<br>• | **Why do people travel?**<br><br>**knowledge The children will know:**<br><br>**Mechanisms:** mechanical cars<br><br>***Making and designing mechanical cars that use different methods of movement.***<br>Kapow Yr4: mechanical systems/mechanical cars |
| | | **Pupils who are secure will be able to:**<br>• **Create five apparatus designs, applying the design criteria to their work.**<br>• **Make suitable changes to their work after peer evaluation.**<br>• **Make roughly three different structures from their plans using the materials available.**<br>• **Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.**<br>• **Secure their apparatus to a base.**<br>• **Make a range of landscape features using a variety of materials which will enhance their apparatus.** | | **Pupils who are secure will be able to:**<br>• **Design a stuffed toy, considering the main component shapes of their toy.**<br>• **Create an appropriate template for their stuffed toy.**<br>• **Join two pieces of fabric using a blanket stitch.**<br>• **Neatly cut out their fabric.**<br>• **Use appliqué or decorative stitching to decorate the front of their stuffed toy.**<br>• **Use blanket stitch to assemble their stuffed toy, repairing when needed.**<br>• **Identify what worked well and areas for improvement.** | | |
| **Eagles B** | **Who were the Mayans?**<br><br>**Cooking and developing a recipe: Developing a Mexican Chilli**<br><br>***Design, make and evaluate a Mexican chilli***<br><br>Kapow Yr5: developing a recipe | **Why are the North and South poles so important?**<br>**art** | **Were the Vikings really vicious?**<br>**art** | **What makes our Earth angry?**<br><br>**Structures:** Bridges<br>***Designing and creating a functional bridge that could withstand an earthquake.***<br><br>Kapow Yr5: structures bridges | **Why is London an important city?**<br><br>**Mechanisms, Gears and pulleys:** Eco-bike<br>***Making and designing gear and pulley systems and exploring their uses.***<br><br>Kapow Yr5: Gears and pulleys | **How has space travel changed?**<br>art |

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| | **Pupils who are secure will be able to:**<br>• **Describe the process of beef production.**<br>• **Research a traditional recipe and make changes to it.**<br>• **Add nutritional value to a recipe by selecting ingredients.**<br>• **Prepare and cook a version of chilli sauce.** | | | | **Pupils who are secure will be able to:**<br>• **Give examples of machines that use gears and/or pulleys.**<br>• **Describe how gears and pulleys work and their purpose.**<br>• **Design and make a gear and pulley system.**<br>• **Write a problem statement.**<br>• **Write questions for market research, provide feedback and research market competitors.**<br>• **Write and use a design brief to guide design.**<br>• **Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes.**<br>• **Draw and annotate an eco-gadget bike design.** | |
| **Eagles C** | **What did the Egyptians teach us today?**<br>**art** | **How are our coasts changing?**<br>**Electrical systems:**<br>lighthouse<br>***Design, make and evaluate a lighthouse, with a simple switch and light.***<br>Kapow - **electrical systems: torches** | **What was life like in Ancient Greece?**<br>**art** | **Why is Fair-trade important?**<br>**Knowledge The children will know:**<br>**Food:** sustainable tropical plant based smoothie<br>***Design, make and evaluate a tropical, plant based, sustainable smoothie***<br>**D&T association resource: none available**<br>**DMC Resource: year 4 bone builder drinks**<br>**Booklet available in D&T folder**<br>**NC - Cooking and Nurtition**<br>**Across KS2 pupils should know**<br>• that a recipe can be adapted a by adding or substituting one or more ingredients<br>• that food is grown, reared and caught in the UK,<br>Europe and the wider world<br>**In late KS2 pupils should also know:**<br>• that seasons may affect the food available<br>• how food is processed into ingredients that can<br>be eaten or used in cooking **Across KS2 pupils should know** how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate,<br>the use of a heat source<br>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking **In**<br>**late KS2 pupils should also know:**<br>• *that recipes can be adapted to change the appearance, taste, texture and aroma* | **Why do we need to look after the planet?**<br>**art** | **Why are the Tudors remembered today?**<br>**Textiles:** book-sleeves<br>***Making and designing book sleeves***<br>Kapow Yr5: textiles – fastenings |

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| | | | | that different food and drink contain different substances – nutrients, water and fibre – that are needed for health | | |
| | | **Pupils who are secure will be able to:**<br>• **Identify electrical products and explain why they are useful.**<br>• **Help to make a working switch.**<br>• **Identify the features of a torch and how it works.**<br>• **Describe what makes a torch successful.**<br>• **Create suitable designs that fit the success criteria and their own design criteria.**<br>• **Create a functioning torch with a switch according to their design criteria.** | | **Skills**<br>**The children will be able to:**<br>**Design**<br>• Pupils confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and as sustainable as possible<br>• Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams.<br>• Pupils accurately apply a range of finishing techniques to design drawings: eg, tonal shading.<br>Pupils confidently draw up a specification for their design, including costings (use online supermarket website)<br>• Plan the order of their work, and know the steps needed to create their product.<br>• Pupils show a good awareness of how to present their product to make it visually appealing<br>• Identify the strengths and areas for development in their ideas and products.<br>• Pupils use market research to inform plans and test ingredients<br>• Pupils suggest ideas about how their product could be sold and work within a given budget.<br>• As an extension task, chidren could make an advertisement and design packaging for their product.<br>**Make**<br>• Pupils confidently select appropriate equipment and ingredients and can prepare fruit and veg independently.<br>• Pupils aim to make and to achieve a quality product.<br>• Pupils demonstrate when to make modifications as they go along.<br>• Pupils demonstrate a good knowledge of food hygiene<br>**Evaluate**<br>• Pupils evaluate their products, identifying strengths and areas for development, and carry out appropriate tests.<br>• Pupils record their evaluations using drawings with labels. | | **Pupils who are secure will be able to:**<br>• **Identify the features, benefits and disadvantages of a range of fastening types.**<br>• **Write design criteria and design a sleeve that satisfies the criteria.**<br>• **Make a template for their book sleeve.**<br>• **Assemble their case using any stitch they are comfortable with.** |

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| | | | | • Pupils discuss how key events and individuals have helped shape the world through design.<br>• Pupils know how much their product costs to make and how sustainable and innovative it is | | |

Areas of study distribution map

| | autumn | spring | summer |
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| **Y1** | Mechanisms<br>Wheels and axels | Food<br>Preparing fruit and veg | Mechanisms<br>Sliders and levers |
| **Y2** | Structures Freestanding<br>structures | Food<br>biscuits | Textiles Puppet<br>or bag |
| **Y3** | Food Bread<br>product | Structures<br>Shell structures - packaging | Textiles Purse<br>or wallet |
| **Y4** | Electrical Torch | Mechanisms<br>Lever toy | Food Pasties<br>and pies |
| **Y5** | Mechanisms Cam<br>toy | Mechanisms Powered<br>vehicle | Structures Frame<br>structure |

| Y6 | Food Tropiucal<br>smoothie | Textiles Celtic<br>clothing | Electrical<br>Crumble behiucle |
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To Do

Cross reference topic packs

Link to booklets

Ensure progression in food tech

Drawing progression

Skills progression

Transfer changes to topic packs

Download and file useful DTA resources

Audit and purchase tools and consumables

Staff meeting

What to do about evidencing – where to keep booklets

Audit cookery equipment