

	Autumn	Spring	Summer
Year 3	<p><u>Computing – Taught throughout the year via Purple Mash</u></p> <ul style="list-style-type: none"> - Control and monitor models using software designed for this purpose. <p><u>Cooking and Nutrition – Food from around the world</u></p> <p>FOOD:</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><u>Stone Age Sandals</u></p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - 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>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY:</p> <ul style="list-style-type: none"> - Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. - Improve upon existing designs, giving reasons for choices. - Disassemble products to understand how they work. 	<p><u>Linked Lever firework toys</u></p> <p>MECHANICS:</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). <p>DESIGN, MAKE, EVALUATE AND IMPROVE:</p> <ul style="list-style-type: none"> - 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. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
Year 4	<p><u>Computing – Taught throughout the year via Purple Mash</u></p> <ul style="list-style-type: none"> - Control and monitor models using software designed for this purpose. (Continued from year 3) <p><u>Making a bridge</u></p> <p>CONSTRUCTION:</p>	<p><u>Egyptian Cushions</u></p> <p>(DT) TEXTILES:</p> <ul style="list-style-type: none"> - Understand the need for a seam allowance. - Join textiles with appropriate stitching. - Select the most appropriate techniques to decorate textiles. <p>(ART) TEXTILES:</p> <ul style="list-style-type: none"> - Shape and stitch materials 	<p><u>Making a Lighthouse</u></p> <p>ELECTRICALS AND ELECTRONICS:</p> <ul style="list-style-type: none"> - Create series and parallel circuits <p>DESIGN, MAKE, EVALUATE AND IMPROVE:</p>

	<ul style="list-style-type: none"> - Choose suitable techniques to construct products or to repair items. - Strengthen materials using suitable techniques. <p><u>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY:</u></p> <ul style="list-style-type: none"> - Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. - Improve upon existing designs, giving reasons for choices. - Disassemble products to understand how they work. <p><i>(continued from year 3)</i></p>	<ul style="list-style-type: none"> - Use basic cross stitch and back stitch - Colour fabric - Create weavings - Quilt, pad and gather fabric <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - 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><i>(continued from year 3)</i></p>	<ul style="list-style-type: none"> - 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. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p><i>(continued from year 3)</i></p>
<p>Year 5</p>	<p><u>Computing – Taught throughout the year via Purple Mash</u></p> <ul style="list-style-type: none"> - Write code to control and monitor models or products. <p><i>(Continued from year 3 and 4)</i></p> <p><u>Sweet Packaging</u></p> <p><u>FOOD:</u></p> <ul style="list-style-type: none"> - Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). <p><i>(continued from year 3)</i></p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). 		<p><u>Viking Cushion</u></p> <p><u>TEXTILES:</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 backstitch 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). <p><i>(continued from year 4)</i></p> <p><u>Constructions – mechanisms</u></p> <p><u>MECHANICS:</u></p> <ul style="list-style-type: none"> - Convert rotary motion to linear using cams.

	<p>- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <i>(continued from year 3 and 4)</i></p> <p><u>CONSTRUCTION:</u> - Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <i>(continued from year 4)</i></p> <p><u>DESIGN, MAKE, EVALUATE AND IMPROVE:</u> - 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. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <i>(continued from year 3 and 4)</i></p>		<p>- Use innovative combinations of electronics (or computing) and mechanics in product designs. <i>(continued from year 3)</i></p> <p><u>CONSTRUCTION:</u> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <i>(continued from year 4)</i></p> <p><u>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY:</u> - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience. <i>(continued from year 3)</i></p>
<p>Year 6</p>	<p><u>Computing – Taught throughout the year via Purple Mash</u> - Write code to control and monitor models or products. <i>(Continued from year 3, 4 and 5)</i></p> <p><u>Woodwork – Constellations box</u></p>		<p><u>Food – Balanced Diet</u> <u>FOOD:</u> - Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</p>

	<p><u>MATERIALS:</u> - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). <i>(continued from year 3, 4 and 5)</i></p> <p><u>CONSTRUCTION:</u> - Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <i>(continued from year 4 and 5)</i></p> <p><u>ELECTRICALS AND ELECTRONICS:</u> <i>(To light the constellation box)</i> - Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). <i>(continued from year 4)</i></p> <p><u>DESIGN, MAKE, EVALUATE AND IMPROVE:</u> - 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. <i>(continued from year 3, 4 and 5)</i></p>		<p>- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures. <i>(continued from year 3 and 5)</i></p> <p><u>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY:</u> - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience. <i>(continued from year 3 and 5)</i></p>
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