

## Design and Technology – Cycle B

Throughout the year the children will cover a variety of aspects of the design and technology curriculum to ensure all children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### SMSC

<b>We promote spiritual development:</b>	<b>We promote moral development:</b>	<b>We promote social development:</b>	<b>We promote cultural development:</b>
<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p> <p>By developing a sense of resilience through: test, try, refine, succeed, for example through car design, mosaic design</p> <p>By engaging pupils in the roles of JRSO and JPCSO, including designing posters to promote safety, security and well-being.</p> <p>By activities such as designing the school logo and signs, creating connection and belonging.</p> <p>By design a trim trail to be used in</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>By working together in mixed ability groups to facilitate discussion and the sharing of ideas.</p> <p>By using DT to learn about how to care for the environment.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>By making a contribution to the local society through art works, such as the poppy remembrance.</p> <p>By making communion bread for the annual Eucharist service.</p> <p>By making mince pies for our Christmas gathering of helpers and baking cakes for the Macmillan cake sale and Friends charity events, all of which promote their own contribution to society</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics.</p> <p>By gaining an understanding of cultures through food</p> <p>By design and producing cards for celebrations such as Christmas, Mothers' Day etc</p> <p>By making props and costumes for the school nativity and productions.</p> <p>By designing and making: Easter garden, creation story display, flower festivals arrangements, prayer tree for local church.</p>

<p>school, to promote well-being and purposefulness .</p>			<p>By offering University seminars such as: Print Design, Furniture restoration, Floristry, Banner Design, Food Tech, Cooking without cooking, Construction Instruction</p> <p>By topics that involve designing and creating such as 'Food' or 'Chocolate'.</p>
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<p><b>Autumn 1</b></p>	<p><b><u>Battle of Britain</u></b>  <b>Developing, planning &amp; communicating ideas</b>  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p><b>Working with tools, equipment, materials &amp; components to make quality products</b>  Confidently select appropriate tools, materials, components and techniques and use them.  Use tools safely and accurately.</p> <p><b>Evaluating processes &amp; products</b>  Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.  Evaluate their work both during and at the end of the assignment.</p> <ul style="list-style-type: none"> <li>• design &amp; make a moveable object (plane / creature etc.)</li> </ul>
<p><b>Autumn 2</b></p>	
<p><b>Spring 1</b></p>	
<p><b>Spring 2</b></p>	<p><b><u>Earth, Sun &amp; Moon</u></b>  <b>Developing, planning &amp; communicating ideas</b>  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p><b>Working with tools, equipment, materials &amp; components to make quality products</b>  Confidently select appropriate tools, materials, components and techniques and use them.</p>

	<p>Use tools safely and accurately.</p> <p><b>Evaluating processes &amp; products</b>  Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.  Evaluate their work both during and at the end of the assignment.</p> <ul style="list-style-type: none"> <li>• sewing a pencil case</li> </ul>
<b>Summer 1</b>	
<b>Summer 2</b>	<p><b><u>Climate Change</u> (1 session linked to science)</b></p> <p><b>Working with tools, equipment, materials &amp; components to make quality products</b>  Confidently select appropriate tools, materials, components and techniques and use them.  Use tools safely and accurately.</p> <ul style="list-style-type: none"> <li>• electrical circuits &amp; components</li> </ul>