



DT CYCLE B

AUTUMN

SPRING

SUMMER

EYFS

Design: to describe something they want to make/build/construct; to say who they are making/building/constructing for; to talk about what materials they are going to use when making/building/constructing.

Make: to make/build/construct objects using a variety of materials; to join materials together when making/building/constructing.

Evaluate: to talk about their constructions/products and what they are pleased with; to talk about their constructions and say how it could be even better; to talk about everyday objects that they like and say why they are good.

Structures: to build/construct structures from a range of materials to a design brief that they have created or been given; to build/construct structures that are tall or strong; to know that tape and glue can join materials together and can make structures stronger.

Food: to recognise different foods as either healthy or unhealthy; to know how to use basic cutlery and utensils to make and eat food; to follow simple instructions to make different foods; to know when we make food for other people that it needs to be appealing.

- Can you sew a stocking?
- Can you decorate the Christmas tree in the role play area?
- Can you create a gift tag for a present?
- Can you make a Christmas card for your family?

- Can you create a card for someone special to you? (Mother's Day)
- Can you design and create a rocket?
- Can you make an Easter card that moves?
- Can you make a Chinese puppet dragon?
- Can you make paper lanterns?
- Can you design and build a home for a hibernating animal?

- Can you design a scarecrow to protect our plants?
- Can you build and construct during continuous provision?
- Can you create and perform your own play using the puppets?
- Can you design and make a card for Father's Day?

YEAR 1/2	MOVING MINI-BEATS MECHANISMS	PUPPETS TEXTILES	PREPARE TO PARTY COOKING AND NUTRITION
	<p>BIG QUESTION: What techniques can we use to make a moving picture?</p> <p>PRIOR LEARNING: EYFS - Can you make an Easter card that moves? Can you make a Chinese puppet dragon?</p> <p>NEXT STEPS: Y1/2 - Vehicles Y3/4 – slingshot cars</p>	<p>BIG QUESTION: How can you design and make a hand puppet?</p> <p>PRIOR LEARNING: EYFS - Creating a Chinese dragon puppet; creating and performing their own play using the puppets</p> <p>NEXT STEPS: Y3/4 - cushions</p>	<p>BIG QUESTION: Can you plan and make party food?</p> <p>PRIOR LEARNING: Y1/2 Cycle A – Bring on breakfast</p> <p>NEXT STEPS: Y1/2 Cycle A – Bring on breakfast Y3/4 – Be a baker Y3/4 – Lovely Lunch</p>
	<p>VOCABULARY: mechanism, sliding, lever, pivot, wheel mechanism, moving picture, design, evaluate, improve</p>	<p>VOCABULARY: puppets, finger puppets, glue, template, running stitch, fabric, over-stitch, glove puppet, design, evaluate</p>	<p>VOCABULARY: party food, eat well guide, cutting, snipping, mixing, spooning, spreading, allergy, religion, culture, vegetarian, vegan, manner, bridge cut</p>
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is a sliding mechanism and can we investigate how it makes our picture move? 2. What is a lever and pivot and can we investigate how it makes our picture move? 3. Can you plan and design your own moving picture? 4. Can you follow your design to create/make a moving picture? 5. As above. 6. Can you evaluate your product against the design criteria? (What do you think of your 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Can you explore a range of existing products? 2. Can you explore different joining techniques? 3. Can you design a puppet to meet a set of design criteria? 4. Can you join material together to make a hand puppet? 5. Can you explore finishing techniques of the puppet? 6. Can you evaluate your puppet design against the criteria? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What types of food do you eat at a party? 2. How do you prepare different types of party food? 3. Can you design food for a party? 4. Can you prepare and make your party food? (cutting, snipping, mixing, spooning, spreading) 5. As above. 6. Can you evaluate your party food?

	moving picture? Does it work? How could it be improved?)		
YEAR 3/4	ELECTRIC GREETING CARDS ELECTRICAL SYSTEMS	LOVELY LUNCH COOKING AND NUTRITION	MAKING A MINI-GREENHOUSE STRUCTURES
	BIG QUESTION: How can we include electricity in a product design?	BIG QUESTION: How can you create the best sandwiches for a member of your family?	BIG QUESTION: Can you design and create a produce to help plants grow?
	PRIOR LEARNING: Y3 Science Electricity; Y2 Science Materials and their Properties NEXT STEPS: Y5/6 – Steady Hand games	PRIOR LEARNING: Y1/2 – Bring on breakfast Y1/2 – Prepare to party Y3/4 – Be a baker NEXT STEPS: Y5/6 – Serve a salad Y5/6 – Grab and Go	PRIOR LEARNING: Y1/2 - Windmills NEXT STEPS: Y5/6 - Bridges
	VOCABULARY: inspiration, evaluation, circuit, components, LED, Batteries, switch, positive, negative, current, flow, greeting card, purpose, seasonal, commercial, invention, bespoke, design brief, design criteria	VOCABULARY: ingredients, sandwich, eat well, food groups, healthy, allergy, religion, intolerance, vegetarian, vegan, design criteria, seasonal, process, safely, hygienically, prepare, cut, spread, slice, origin	VOCABULARY: green-house, grow, analyse, discuss, stable, unstable, structure, materials, joining, design criteria, plastic, recycled, opaque, translucent, transparent, tools, evaluation
	ENQUIRY QUESTIONS: 1. Can you conduct existing product research? 2. Can you design a card based on a given set of criteria? 3. Can you create a card product of your own? 4. Can you create an electrical circuit to fit onto your card product? 5. Can you produce and evaluate your product?	ENQUIRY QUESTIONS: 1. Can you identify and classify ingredients of a sandwich into food groups? Allergies – what are they and why are they important? 2. Can you use your cooking skills to prepare a healthy cracker? (slicing, spreading, arranging) 3. What are the benefits of choosing seasonal food?	ENQUIRY QUESTIONS: 1. Can you research existing products? (for example a greenhouse) 2. What shapes make a strong and stable greenhouse? 3. Can you test the suitability of materials for a greenhouse? 4. Can you use your research to design a mini-greenhouse?

	<p>6. Big Question: How can we include electricity in a product design?</p>	<p>4. Can you design a sandwich based on a set of criteria? 5. Can you create your sandwich, safely and hygienically? 6. Can you evaluate your product and answer the Big Question: How can you create the best sandwiches for a member of your family?</p>	<p>5. Can you create a mini-greenhouse? 6. Can you evaluate your product and answer the Big Question: Can you design and create a produce to help plants grow?</p>
<p>YEAR 5/6</p>	<p>STEADY HAND GAMES ELECTRICAL SYSTEMS</p> <p>BIG QUESTION: Can you successfully design and make a game to improve fine motor skills?</p>	<p>GRAB AND GO COOKING AND NUTRITION</p> <p>BIG QUESTION: Can you create a “grab & go” lunch using local produce to reduce foodmiles?</p>	<p>AUTOMATA ANIMALS MECHANISMS</p> <p>BIG QUESTION: Can I understand and use a mechanical system in order to create an automata animal?</p>
	<p>PRIOR LEARNING: Y3/4 – Electrical Greeting cards</p> <p>NEXT STEPS: KS3</p>	<p>PRIOR LEARNING: Y3/4 – Be a Baker Y3/4 – Lovely lunch Y5/6 – Serve a Salad</p> <p>NEXT STEPS: Y7 – Food Technology</p>	<p>PRIOR LEARNING: Y1/2 Moving mini-beats Y1/2 – Vehicles Y3/4 Slingshot toys</p> <p>NEXT STEPS: Y7 - Woodwork</p>
	<p>VOCABULARY: fit for purpose, form, function, research, fine motor skills, gross motor skills, benefit, user, criteria, buzzer, copper wire, circuit, battery, met, electricity, assemble, tables, stable, evaluate, test</p>	<p>VOCABULARY: on the go, food groups, nutrients, fibre, water, health, hygienically, peel, grate, cut, bridge hold, claw grip, seasonality, opinion, survey, design criteria, package, label, feedback, evaluation, ingredients, cost, foodmiles, trace</p>	<p>VOCABULARY: automata, mark out, Tenon saw, bench hook, sandpaper, design brief, design criteria, components, woodwork, client, customer, designer, communication, verbal, visual, cam profile, follower, inner workings, criteria, housing, measure</p>
	<p>ENQUIRY QUESTIONS:</p> <p>1. What type of electronic games have been popular across history? (research and analyse)</p>	<p>ENQUIRY QUESTIONS:</p> <p>1. What nutrients are essential for our health? What food is grown locally at this time of the year?</p>	<p>ENQUIRY QUESTIONS:</p> <p>1. Can you research ideas about different animals to inform your design?</p>

	<ol style="list-style-type: none"> 2. Can you design a steady hand game using a clear criterion? 3. Could you construct a stable base for your game? 4. Can you create a functioning circuit for your game? 5. Can you assemble and test your electronic game? 6. Can you evaluate your electronic game and answer the Big Question: Can you successfully design and make a game to improve fine motor skills 	<ol style="list-style-type: none"> 2. Can you carry out a survey of opinions to inform your design criteria and design your “grab & go” lunch product? 3. Can you design packaging for your “grab & go” lunch product? 4. Can you follow hygiene procedures and cooking and preparation skills to make your “grab & go” lunch product? 5. Can you calculate how many food miles were involved in creating your “grab & go” product 6. Can you evaluate your “grab & go” lunch product and answer the Big Question: Can you create a “grab & go” lunch using local produce to reduce foodmiles? 	<ol style="list-style-type: none"> 2. Can you explain how simple cam mechanisms work? 3. Can you research ideas about different animals to inform your design and select materials according to their functional properties? 4. Can you use research and develop design criteria to inform your design? 5. Can you build a framework, accurately using a wider range of tools and equipment? 6. Can you evaluate your product and understand and use a mechanical system?
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