



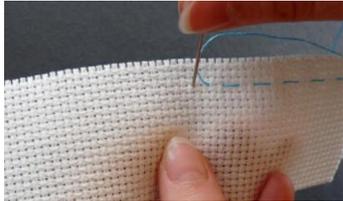
Year 1 Design and Technology – Autumn

Structures – Packed Lunch Boxes

Previous Knowledge and Skills	Key Vocabulary												
<p>EYFS:</p> <ul style="list-style-type: none"> Looked at different materials 	<table> <tr> <td>Structure</td> <td>Free-standing</td> </tr> <tr> <td>Material</td> <td>Base</td> </tr> <tr> <td>Stable</td> <td>Layering</td> </tr> <tr> <td>Frame</td> <td>Solid</td> </tr> <tr> <td>Strengthen</td> <td>Design</td> </tr> <tr> <td>Evaluate</td> <td></td> </tr> </table>	Structure	Free-standing	Material	Base	Stable	Layering	Frame	Solid	Strengthen	Design	Evaluate	
Structure	Free-standing												
Material	Base												
Stable	Layering												
Frame	Solid												
Strengthen	Design												
Evaluate													
Key Learning													
<ul style="list-style-type: none"> To evaluate a product's ability to do a job well To investigate and evaluate existing products To explore different materials and decide which will be useful for making my product To design a new product that meets design criteria To select and use tools and equipment to make a product To test a product and evaluate 													
Key knowledge and skills (the 'stuff' we want you to remember)													
Skills - Design	Skills - Make												
<ul style="list-style-type: none"> Learn about a design criteria and the importance of one Design a lunchbox to can meet the design criteria 	<ul style="list-style-type: none"> Make a stable structure Follow instructions to cut and assemble 												
Skills - Evaluate	Images												
<ul style="list-style-type: none"> Evaluate own work and make improvements Retesting and evaluating it 													
Focus Question – What materials will make a lunch box strong?													

Year 2 Design and Technology – Autumn

Textiles – Puppets

Previous Knowledge and Skills	Key Vocabulary	
<p>EYFS:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function. 	<p>Accurate</p> <p>Fabric</p> <p>Knot</p> <p>Pattern</p> <p>Template</p>	<p>Needle</p> <p>Join</p> <p>Running Stitch</p>
Key Learning		
<ul style="list-style-type: none"> To investigate a range of puppets and their features To develop and practice sewing skills To be able to work with fabric to create finger puppets To be able to design a glove puppet To be able to follow a design to make a puppet To be able to evaluate a finished product 		
Key knowledge and skills (the 'stuff' we want you to remember)		
Skills - Design	Skills - Make	
<ul style="list-style-type: none"> Designing a puppet 	<ul style="list-style-type: none"> Selecting and cutting fabrics for sewing Decorating a puppet using fabric glue or running stitch Threading a needle Sewing a running stitch, with evenly spaced, neat and even stitches to join fabrics 	
Skills - Evaluate	Images	
<ul style="list-style-type: none"> Evaluate the quality of the stitching on others' work Discuss as class, the success of their stitching against the success criteria Identify aspects of their peers' work that they particularly like and why 		
Focus Question – How are puppets and fabric toys made?		

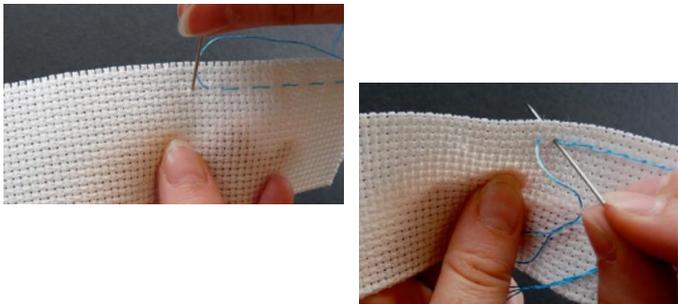
Year 3 Design and Technology – Autumn

Structures – Picture Frames

Previous Knowledge and Skills	Key Vocabulary	
Year 1: <ul style="list-style-type: none"> • Pupil explore stability strength and stiffness when designing a lunchbox in Year 1 • They learnt structure is made up of more than one part 	Structure Material Stable Frame Strengthen Evaluate	Free-standing Base Layering Solid Design
Key Learning		
<ul style="list-style-type: none"> • To understand the wide and flat based objects are more stable • To understand the importance of strength and stiffness in structures • To know features of a photo frame • To know that a façade is the front of a structure • To understand that a frame needed to be strong and stable to withstand home life. • To know that a design specification is a list of success criteria for a product. 		
Key knowledge and skills (the 'stuff' we want you to remember)		
Skills - Design	Skills - Make	
<ul style="list-style-type: none"> • Design a photo frame with key features to appeal to a specific person or purpose. • Drawing and labelling a photo frame design 	<ul style="list-style-type: none"> • Construct a range of 3D shapes using nets • Create special features for individual designs • Make facades from a arrange of recycled materials 	
Skills - Evaluate	Images	
<ul style="list-style-type: none"> • Evaluate own work and the work of others based on the aesthetics and in comparison, to the original design. • Suggest points for modification of the individual designs. 		
Focus Question – How can I make a strong and sturdy photography frame?		

Year 4 Design and Technology – Autumn

Textiles – Money Containers

Previous Knowledge and Skills		Key Vocabulary	
Year 2: <ul style="list-style-type: none"> • Design a functional and appealing product using a given set of design criteria • Generate design ideas through drawing and labelling • Join fabrics using a running stitch • Evaluate against a set of design criteria and suggest a range of improvements. 		Textiles Fabric Knot Pattern Template Pinning	Needle Join Running Stitch Back Stitch Sew Seam
Key Learning			
<ul style="list-style-type: none"> • To explore a range of money containers and examine their features • To learn how to sew a different range of stitches • To gather ideas for designing a money container • To be able to design a money container • To be able to make a money container using textiles • To be able to evaluate a finished product 			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
<ul style="list-style-type: none"> • Write a design criteria for a product as a class • Design a personalised money container 		<ul style="list-style-type: none"> • Make and test a paper template • Threading a needle • Sewing a running stitch and back stitch, working neatly by sewing small, straight stitches • Incorporate a fastening to a design 	
Skills - Evaluate		Images	
<ul style="list-style-type: none"> • Test and evaluate an end product against the design criteria • Suggest modification for improvements • Articulate the advantages and disadvantages of different fastenings. 			
Focus Question – What makes an effective purse or wallet?			

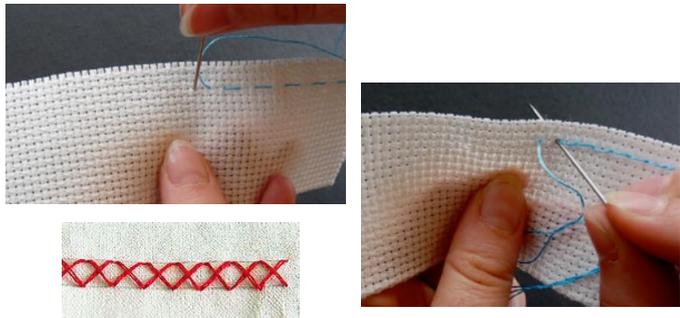
Year 5 Design and Technology – Autumn

Structures – Bridges

Previous Knowledge and Skills	Key Vocabulary	
<p>Year 3:</p> <ul style="list-style-type: none"> • Tested strength of materials to create a structure • Begin to create their own design criteria. • Make a design by assembling the parts in order. • Evaluate the success of a product for performance and appearance • To know how to use tools safely. 	Structure Material Stable Components Strengthen	Plan Design Evaluate Solid
Key Learning		
<ul style="list-style-type: none"> • To investigate free standing structures and apply their understanding of structures • To use a wide range of tool and equipment to preform practical tasks accurately • To develop a range of practical skills to create bends • To investigate free standing structures • To select from and use materials and components to make a marble run • I can evaluate and improve my design and technology work 		
Key knowledge and skills (the 'stuff' we want you to remember)		
Skills - Design	Skills - Make	
<ul style="list-style-type: none"> • Design a marble run with key features to appeal to a specific purpose. 	<ul style="list-style-type: none"> • Test a range of joining techniques to create a stable structure • Test different components to create a stable structure 	
Skills - Evaluate	Images	
<ul style="list-style-type: none"> • Evaluate own work against the success criteria. • Evaluate the work of others • Suggest points for modification of the individual designs 		
Focus Question – What types of bridges hold the greatest load?		

Year 6 Design and Technology – Autumn

Textiles – Phone Cases

Previous Knowledge and Skills	Key Vocabulary	
Year 4: <ul style="list-style-type: none"> • Design a functional and appealing product • Generate design ideas through drawing and labelling • Join fabrics using a running stitch and back stitch • Evaluate against a set of design criteria and suggest a range of improvements. 	Textiles Fabric Functionality Pattern Template Aesthetics	Needle Join Running Stitch Back Stitch Cross Stitch Embroidery
Key Learning		
<ul style="list-style-type: none"> • To write a design criteria for a mobile phone case • To generate a range of design ideas and clearly communicate their final design • To make an accurate paper template • To practise different stitch types and choose the best to make a mobile phone case with • To create a step by step plan to create their own mobile phone case • To create their own phone case and evaluate 		
Key knowledge and skills (the 'stuff' we want you to remember)		
Skills - Design	Skills - Make	
<ul style="list-style-type: none"> • Write a design criteria for a product, articulating decisions made • Design a personalised phone case 	<ul style="list-style-type: none"> • Make and test a paper template with accuracy and keep in mind the design criteria • Sewing a running stitch, back stitch and cross stitch working neatly by sewing small, straight stitches • Incorporate a fastening to a design 	
Skills - Evaluate	Images	
<ul style="list-style-type: none"> • Test and evaluate an end product against the design criteria • Suggest modification for improvements • Articulate the advantages and disadvantages of different fastenings 		
Focus Question – How can I tailor my design to suit my target audience?		