

Design Technology Our Design Technology curriculum is supported by the Learning Challenge Curriculum. For half a term each year the whole focus of learning will be based around DT. Using a text as such as Kensuzkie's Kingdom or Macbeth as a key driver, pupils take part in designing, making and evaluating a range of different projects . These include projects involving mechanisms such as levers and food technology where pupils learn to bake bread and scones.

DT	Foundation (Year A)	Year 1/2 (Year A)	Year 3/4 (Year A)	Year 5/6 (Year A)
Book	The Three Little Pigs	Cinderella	Fantastic Mr Fox	Shakespeare
Planning	How can we build a house to save us from the BBW?	How can we help Cinderella get to the Ball?	How can we help the farmers catch Mr Fox?	How can we perform a Shakespearean Play using puppets?
Structure	Building shelters	Make the coach for Cinderella to travel in.	Making a fox trap or a digging machine.	Stage.
Textile & Material	Different materials (wood/brick/straw)	Create a slipper	Card, Wood, Metal coathangers	Puppet
Food Technology	Little Pigs Lunch Box for work	What lovely pudding would Cinderella eat at the Ball?	Chicken soup	Selling performance snacks
Evaluation	Which material would be best for a house?	Evaluate slipper	How can we make the machine more effective?	Audience survey - how did it look?
	<p>Foundation Stage</p> <p>Understanding the world TW: I can explain why some things occur and talk about changes.</p> <p>Tech: I can select and use technology for particular purposes</p> <p>Expressive arts</p> <p>EUMM: I can safely use and explore a variety of materials tools and techniques . I can experiment with colour, design form and function,</p>	<p>Year 2</p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain what went well.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can measure materials.</p> <p>I can describe the ingredients I am using.</p>	<p>Year 4</p> <p>I can use ideas from other people when I am designing. I can follow and refine my plans. I can justify my plans in a convincing way. I can show that I consider culture and society in my plans and designs. I can show that I can test and evaluate my products. I can explain how products should be stored and give reasons. I can work within a budget. I can evaluate my product against clear criteria.</p>	<p>Year 5</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can suggest alternative plans:outlining the positive features and drawbacks.</p> <p>I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria.</p> <p>I can use a range of tools and equipment competently.</p> <p>I can make a prototype before making a final version.</p>

	BI: I can represent my own ideas, thoughts and feelings through art and design.			I show that I can be both hygienic and safe in the kitchen.
DT	Foundation (Year B)	Year 1/2 (Year B)	Year 3/4 (Year B)	Year 5/6 (Year B)
Book				Murder Mysteries (Hound of the Baskervilles)
Planning				Can we design a jail cell with working parts?
	<p>PSE development</p> <p>I am able to say when I do and don't need help.</p> <p>I am resourceful in finding support when they need help or information.</p> <p>MR: I can take account of one and others ideas about how to organise an activity.</p>	<p>Year 1</p> <p>I can use my ideas to make something.</p> <p>I can describe how something works.</p> <p>I can cut food safely.</p> <p>I make a product which moves.</p> <p>I can make my model stronger.</p> <p>I can explain to someone else how I want to make my product.</p> <p>I can choose appropriate resources and tools.</p> <p>I can make a simple plan.</p>	<p>Year 3</p> <p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can select the most appropriate tools and techniques for a given task.</p> <p>I can make a product which uses both electrical and mechanical components.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can describe how food ingredients come together.</p>	<p>Year 5</p> <p>I can market research to inform my plans and ideas.</p> <p>I can follow and refine my plans.</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that consider culture and society in my plans and ideas.</p> <p>I show that I can test and evaluate my products.</p> <p>I can explain how products should be stored and give reasons.</p> <p>I can work within a budget.</p> <p>I can evaluate my product against clear criteria.</p> <p>I can use a range of tools and equipment competently.</p> <p>I can make a prototype before making a final version.</p> <p>I show that I can be both hygienic and safe in the kitchen.</p>