




## Subject Curriculum Map

Subject: DT (Topics identified are a guide and reflect DT alternating with Art)

### Year 1

	Term 1	Term 2	Term 3
	<p><b>Design, Make and Evaluate Structures – Pop-up elements</b></p> <p><u>Topic - Wild World</u></p> <p>Research, design, make and evaluate an item incorporating a pop-up element</p>  	<p><b>Cooking and Nutrition Biscuits and packaging</b></p> <p><u>Topic - I'll Huff and I'll Puff</u></p> <p>Biscuits – explore the ingredients needed for and the process of making gingerbread men – make your own gingerbread man and decorate making choices about what to use in your own design</p>	<p><b>Design, Make and Evaluate Mechanisms – moving parts</b></p> <p><u>Topic – Let it grow</u></p> <p>Make a moving model – Explore toys and objects with moving parts before identifying how they move – design and make a moving model making choices about what and how. (e.g. split pin model, spinning wheel, hiding flower on slider) Evaluate the finish product.</p> 
Year 1	To explore a range of materials (e.g. paper, card and decorative elements) through folding, ripping, joining etc using all senses	To explore different ingredients using their senses To show preference for decorations/colours/shapes	To show an interest (this can be brief) as others investigate new objects and toys with moving parts

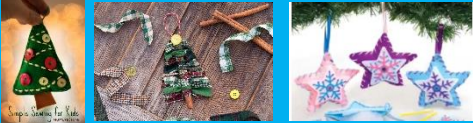

	<p>To safely use basic tools with adult support e.g. scissors, paper cutters,</p> <p>To show curiosity and experiment with methods for adding colour to a design</p> <p>To request the use of a preferred tool or resource</p>	<p>through reaching towards desired object</p> <p>To make a choice out of 2 to choose the decoration for own gingerbread man</p> <p>To copy a simple action using a tool (e.g. a spoon for stirring, a cookie cutter for making a gingerbread man shape)</p>	<p>To participate with support in exploring toys with moving parts for short periods.</p> <p>To investigate objects of interest – explore a range of tactile books incorporating moving pictures</p> <p>To show understanding of objects by using something appropriately – use a pen to make marks, use a glue stick to join items with support, use a button on a pop-up toy to create an effect.</p> <p>To show curiosity with shape in a range of experiences – e.g. circular wheels.</p>
	<p>To select preferred example of a pop-up card from a set of examples of differing types.</p> <p>To create a mood board to show material colours/textures which they prefer.</p> <p>To watch others before using a basic tool for a short period of time with adult prompt – scissors,</p> <p>To use preferences of type and materials to create a pop up card with support.</p>	<p>To watch others using basic cooking utensils/equipment short period of time with adult prompt.</p> <p>To demonstrate preferences for ingredients in familiar foods/recipes by choosing from a limited selection with prompt.</p> <p>To copy the actions observed when using a tool with adult support (e.g. using a whisk to mix, spoon to stir, pressing a cookie cutter).</p>	<p>To recognise familiar products and explore them with adult modelling.</p> <p>To make a simple choice linked to the project to contribute to the design process (closed choice)</p> <p>To select mechanism type which they would prefer to use for their moving object (split pin, slider, lift the flap etc)</p> <p>To copy the actions observed when using a tool with adult support (e.g. using tools to</p>

	<p>To give their opinion on a completed product with adult prompt and modelling (e.g. with pupil voice).</p>	<p>To begin to use communication board to name items of equipment.</p> <p>To create a gingerbread man biscuit reflecting preferences, with prompts.</p>	<p>manipulate objects, using a hole punch before adding a split pin).</p> <p>To show a preference for familiar tools/materials and attempt to use them appropriately (e.g. adapted scissors for cutting, paint or colouring pens for adding colour).</p> <p>To use a communication board to name/request items of equipment.</p> <p>To give their opinion on a completed product with adult prompt and modelling (e.g. with pupil voice) and begin to identify something which they might change next time.</p>
	<p>To investigate pop-up products already available on the market and identify some simple differences in these with support.</p> <p>To express a preference for one type of pop up to take forwards as part of the design process.</p> <p>To make simple choices about materials, from a selection of appropriate options, to design a pop-up product.</p>	<p>To explore a range of ingredients and begin to express a preference.</p> <p>To follow a simple symbol based recipe with support and begin to recognise that a recipe is important when cooking and baking.</p> <p>To show some independence when using utensils/equipment for an appropriate task (e.g. spoon</p>	<p>To investigate the operation of products with moving parts and identify some simple differences in the way they move.</p> <p>To explore familiar products and investigate the different parts they are made from, with adult support.</p> <p>To use some findings from investigations to inform choices</p>

	<p>To select and use appropriate simple tools (scissors for shaping, glue spreaders for spreading), with some support, to make a pop-up decoration</p> <p>To evaluate a finished product and say what they like and don't like about the product.</p>	<p>for stirring, cookie cutter for cutting).</p> <p>To begin to demonstrate safety skills around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p> <p>To make own choices and implement these appropriately when decorating their gingerbread man</p> <p>To reflect on finished gingerbread man and express any changes they would make if they were to make one again</p>	<p>when designing a model with moving parts.</p> <p>To name and use basic tools or equipment in simple processes, when prompted by an adult.</p> <p>To begin to choose the correct tool for the job with some independence on request from an adult.</p> <p>To express their opinion about their own and others products.</p>
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## Year 2

<p><b>Design, Make and Evaluate Textiles</b></p> <p><u>Topic - Celebrate Good Times</u></p> <p>Christmas Project – research, design, make and evaluate an item for Christmas incorporating textiles and fabric</p>	<p><b>Cooking and Nutrition</b></p> <p><u>Topic - Super Me (Fruit and Vegetables)</u></p> <p>Explore a range of fruit and vegetables looking at tools needed to prepare these. Create a range of food using fruit and vegetables as the base.</p>	<p><b>Design, Make and Evaluate Structures</b></p> <p><u>Topic - Whole World in our Hands/Where in the world</u></p> <p>Recycling – research products made using recycled/re-purposed objects. Design and make your own product using a range of recycled and re-</p>
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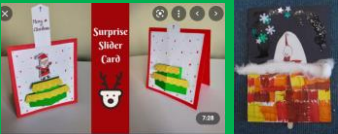



			<p>purpose materials. Evaluate your finished product</p> 
<p>Year 2</p>	<p>To explore a range of fabrics and begin to express preferences (furry, patterned, etc.).</p> <p>To show interest, observe briefly (and engage if appropriate) as an adult uses tools for cutting fabric/material, demonstrates a sewing or sticking action, twists items to create joins etc. as appropriate to project.</p> <p>To copy the actions observed when using a tool with full support.</p> <p>To make simple choices from a choice of 2 about the shape and design for their project.</p> <p>To evaluate by sharing their thoughts on their product with</p>	<p>To explore real objects used in cooking/making e.g. a potato peeler, apple corer, safety knife.</p> <p>To investigate fruit, vegetables and tools and use preferred communication method to express their views.</p> <p>To show emerging understanding of an object by using it appropriately with support – e.g. use a safety knife to cut a banana.</p> <p>To repeat basic actions (with support) to cause the same effect – cut chunks along the full length of a banana, press a small cutter into slice of watermelon to create the same shape, use a spoon to stir</p>	<p>To investigate objects of interest (linked to project planned) and communicate consistent preferences.</p> <p>To explore a range of materials appropriate for planned project and make a choice based on own preference.</p> <p>To use a single word/sign/symbol to express a design choice.</p> <p>To use design choice when creating project with support.</p>

	adult prompt (e.g. with pupil voice).		
	<p>To explore a range of fabrics and express their preferences for these.</p> <p>To contribute towards the design process for their decoration by selecting from a small range of suitable options and record these on a design sheet.</p> <p>To use the design sheet to inform choices for the make stage of the project.</p> <p>To show interest and observe for longer periods as an adult uses tools for cutting fabric/material, demonstrates a sewing or sticking action, twists items to create joins etc as appropriate to project.</p> <p>To copy the actions observed when using a tool with some support to repeat the same action.</p>	<p>To demonstrate preference for ingredients by making a clear independent choice.</p> <p>To observe as an adult uses basic cooking utensils/equipment for extended periods of time.</p> <p>To copy the actions observed and operate the cooking utensils/equipment in the same way with adult prompt.</p> <p>To begin to understand that some foods are healthy and some are not.</p> <p>To select appropriate tools (with some support) to complete an action (e.g. a knife for cutting)</p> <p>To express their thoughts on the recipes created.</p>	<p>To communicate preferences for products and materials when researching products made by others.</p> <p>To recognise the purpose of some products and how these are valuable to the world (plastic bottle bird feeder – helps the birds and keeps plastic out of landfill etc)</p> <p>To make choices based on research for the materials and colours they would like to use for making their recycled/repurposed item.</p> <p>To name and use basic tools with some support to create their product according to their design choices.</p> <p>To evaluate by sharing their thoughts on their product and the products of others with adult</p>

	<p>To evaluate by sharing their thoughts on their product with adult prompt (e.g. with pupil voice).</p>		<p>prompt (e.g. with pupil voice).</p>
	<p>To explore products that are similar to their design and identify some similarities.</p> <p>To communicate preferences in the design of their product (e.g. selecting from a variety of options independently).</p> <p>To make decisions that influence the making/construction of their deigned product.</p> <p>To use basic tools/equipment to create their product from their design.</p> <p>To evaluate their finished product and say one thing they might change next time.</p>	<p>To communicate their preference for ingredients independently.</p> <p>To follow a simple recipe (provided verbally or visually) with some independence.</p> <p>To be able to choose and operate the correct utensil/piece of equipment for a given task (e.g. using a whisk for mixing, choosing a knife when told they are making a sandwich).</p> <p>To understand and show caution around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p> <p>To say how the equipment/utensils could harm them if used incorrectly.</p>	<p>To explore familiar and unfamiliar products and give an opinion on the product.</p> <p>To experience a variety of making tools and have the opportunity to use them with adult support.</p> <p>To use a basic tool in a familiar task with some independence (e.g. hammering in a nail).</p> <p>To be able to match simple tools to the job it is used for (e.g. saw for cutting, drill for making holes, whisk for mixing etc.).</p> <p>To take an active part in the design, make and evaluate process beginning to identify whether the product they have made meets it's purpose.</p>

		To recognise that some foods are healthy and some are not.	
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## Year 3

	<p><b>Design, Make and Evaluate Mechanisms</b></p> <p><u>Topic – Curious Creators</u></p> <p>Christmas Project – research, design, make and evaluate an item for a Christmas Party with a moving element</p> 	<p><b>Cooking and Nutrition</b></p> <p><u>Topic - Brilliant Bolton (Local Produce) – Lancashire</u> <u>Hotpot/Cheese and Onion Pie/Bread</u></p> <p>Prepare and make a selection of foods with ingredients which may be grown locally – these should predominantly be 'healthy' recipes</p> 	<p><b>Design, Make and Evaluate Structures</b></p> <p><u>Topic – Feel the force</u></p>  <p>Research, design and make a marble run. Evaluate your first attempt – how can you make is stronger? Have another go and race with your friends</p> 
Year 3	To make choices and use manipulatives (e.g. sequins/buttons) to develop fine motor skills.	To explore the use of a range of objects and begin to perform actions, often by trial and improvement, to use objects in a functional way.	To investigate new objects with support.  To respond to a new stimulus.


	<p>To make simple choices and express preferences over colour and shape of design</p> <p>To show familiarity when using a familiar tool safely with adult support.</p> <p>To explore the use of less familiar tools with adult support.</p> <p>To express their view on the finished product (I like it I don't like it)</p>	<p>To use all available senses to explore different ingredients linked to a chosen recipe.</p> <p>To stop/start an activity/action, with prompting, on request (related to safety)</p> <p>To contribute to preparing and combining ingredients for a simple recipe with support.</p> <p>To express their views on the finished recipe.</p>	<p>To use tools with support and begin to express a preferred hand.</p> <p>To begin to show an awareness of cause and effect.</p> <p>To repeat an action and modify to create desired effect.</p>
	<p>To recognise familiar products and explore the different parts they are made from.</p> <p>To explore how a familiar product works and share this with others.</p> <p>To begin to communicate their ideas through, symbols, talking and simple drawings.</p>	<p>To watch carefully how a tool is used and copy the actions with greater independence.</p> <p>To use cooking equipment/utensils in simple processes, chosen in negotiation with staff.</p> <p>To manipulate a wider range of basic tools in making activities.</p> <p>To make simple choices when</p>	<p>To operate familiar products appropriately, with support,</p> <p>To explore familiar products and communicate views/opinions about them when prompted.</p> <p>To begin to communicate preferences in their designing and making and how they will make a product with adult prompts.</p>

	<p>To select and use basic tools with some support to create a desired effect.</p> <p>To evaluate a product giving a supported reason for their choice.</p>	<p>making food.</p> <p>To choose the correct tool for the action required.</p> <p>To recognise the need to use cooking equipment/utensils safely so no to harm themselves.</p>	<p>To use basic tools in simple processes, from a small selection with support.</p> <p>To (begin to) recognise when alterations are needed to ensure their product will be a success (e.g. adding more tape, making something longer, making something stronger)</p> <p>To begin to identify whether the finished product meets the intended design.</p>
	<p>To explore a range of existing products similar to their designs and use these to generate their own design ideas.</p> <p>To explore different mechanisms (e.g. levers, axels etc.).</p> <p>To design a purposeful product that is appealing to others.</p> <p>To generate their product design through drawing and through the use of computer programs (e.g.</p>	<p>To be able to match images of food to where it comes from (e.g. milk from a cow, potatoes from the ground etc.).</p> <p>To understand that meat comes from animals.</p> <p>To begin to understand the principles of a healthy diet.</p> <p>To begin to understand what is meant by a 'varied diet'.</p> <p>To prepare a healthy dish with</p>	<p>To explore different structures and test their strength.</p> <p>To begin to explain what makes the structure strong and stable.</p> <p>To suggest how to make a structure stronger and more stable from a choice of options.</p> <p>To use a wider range of materials according to their characteristics (e.g. choosing wood as it is stronger than paper).</p>

	<p>2imple software – 2design and make).</p> <p>To select from a range of hand tools and materials the appropriate resources needed to make their design.</p> <p>To evaluate their design of a product and suggest simple improvements.</p> <p>To evaluate their final product and say what they would change next time.</p>	<p>adult support.</p> <p>To understand and demonstrate proper use of utensils and kitchen equipment.</p>	<p>To communicate their opinion on the design and construction of existing products.</p> <p>To use a variety of tools correctly with adult support.</p> <p>To perform a variety of practical tasks with support (e.g. cutting, shaping, joining etc.).</p>
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## Year 4

	<p><b>Design, Make and Evaluate Mechanisms and Structures</b></p> <p><u>Topic – The choice is yours</u></p>	<p><b>Design, Make and Evaluate Textiles and structures</b></p> <p><u>Topic - Read all about it</u></p> <p>Design a disco! Tie-Dye clothes and decorations – Research clothes and designs typical of the 1960s – design, make and evaluate your own t-shirt and disco decorations.</p>	<p><b>Cooking and Nutrition</b></p> <p><u>Topic – All around the world</u></p> <p>Foods from around the world – Explore a range of ingredients from countries around the world – choose and make a selection of recipes from other countries (these should be predominantly healthy foods)</p>
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	<p>Use mechanisms such as levers, axels, sliders and wheels (to create a moving vehicle – Roman Chariot?)</p> 		
<p>Year 4</p>	<p>To engage with and develop fine motor skills (e.g. use cooking tools/building tools with support).</p> <p>To express a preference for a given colour or material.</p> <p>To combine a two-step sequence of play using real everyday objects.</p> <p>To investigate and repeat an activity to gain a desired outcome.</p> <p>To use a basic tool safely with adult support if needed</p>	<p>To sustain concentration for short periods - show curiosity with colour in a range of experiences.</p> <p>To engage in dress up with adult support To understand that their actions cause a reaction and to repeat an activity to initiate this.</p> <p>To respond to and investigate a new stimulus and give a simple opinion on it.</p> <p>To repeat an action to gain a desired effect.</p>	<p>To use a real object correctly with adult prompt (e.g. mixing flour in a bowl).</p> <p>To use senses to explore the smell and taste of food from different cultures.</p> <p>To express own feelings in relation to a range of foods from different cultures.</p> <p>To use both hands when completing actions (e.g. hold the bowl and stir)</p>





	<p>To explore commercially available products and identify basic similarities and differences in how they look with support.</p> <p>To communicate preference in their design process (e.g. selecting from a small variety of options how they will make their product).</p> <p>To operate familiar tools, with support and use these safely for the intended purpose.</p> <p>To assemble and join materials with support.</p> <p>To evaluate a finished product with adult support.</p>	<p>To recognise familiar products and explore the different parts they are made from with adult support.</p> <p>To explore familiar products and communicate views about them when prompted.</p> <p>To carefully watch others using a basic tool and copy the actions with support.</p> <p>To choose the correct tool for the job with support.</p> <p>To manipulate a wider range of basic tools and materials in making activities with support.</p> <p>To evaluate their finished product with support against their original design.</p>	<p>To begin to follow a recipe with support.</p> <p>To begin to recognise differences between familiar foods.</p> <p>To be able to use utensils/equipment for an appropriate task (e.g. knife for cutting/spreading) with full support.</p> <p>To demonstrate safety skills around equipment/utensils that could cause harm (e.g. the hob, knives, oven) with support.</p>
	<p>To explore commercially available products and identify similarities and differences in how they work.</p>	<p>To recognise familiar products and explore the different parts they are made from.</p> <p>To explore less familiar or new products and communicate</p>	<p>To contribute to decisions about what they need to do to follow a recipe.</p> <p>To begin to recognise that food comes from different places.</p>

	<p>To communicate preference in their design process (e.g. selecting from a large variety of options how they will make their product) and begin to record these through talking, drawing and templates.</p> <p>To operate familiar tools, with reducing support and use these safely for the intended purpose.</p> <p>To assemble and join materials with reducing support.</p> <p>To evaluate a finished product and begin to offer ways in which the product could be improved with adult support.</p>	<p>views about them when prompted.</p> <p>To carefully watch others using a basic tool and copy the actions independently.</p> <p>To choose the correct tool for the job with some independence on request from an adult.</p> <p>To manipulate a wider range of basic tools and materials in making activities.</p> <p>To evaluate their finished product against their original design</p>	<p>To be able to use utensils/equipment for an appropriate task (e.g. knife for cutting/spreading).</p> <p>To demonstrate safety skills around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p>
	<p>To create a product design that appeals to a target market.</p> <p>To generate and develop their ideas through drawing, mock-ups and the use of computer software (e.g. 2simple – 2design and make).</p>	<p>To explore and suggest ways of testing the strength of a variety of structures.</p> <p>To use their prior knowledge to say what makes a structure strong and suggest ways to improve this.</p>	<p>To know where a variety of foods come from.</p> <p>To know which meats come from which animals (e.g. pork from a pig).</p>

	<p>To explore and use different mechanisms (e.g. levers, axels, sliders, wheels etc.) in their products.</p> <p>To evaluate their design of a product and suggest changes to improve the product and why this would improve it.</p> <p>To evaluate final product and say what they would change about their finished product and why.</p>	<p>To choose materials based on their characteristics to fit a particular task (e.g. nails to hold together wood, glue to hold together paper).</p> <p>To be able to say what a tool is used for and demonstrate the actions safely.</p> <p>To pinpoint parts of existing products and comment on their design/structure.</p> <p>To perform a variety of practical tasks with greater independence (e.g. cutting, shaping, joining etc.).</p>	<p>To demonstrate an understanding of what is meant by a healthy diet.</p> <p>To be able to show that they understand a varied diet (e.g. grouping different food elements to make a meal).</p> <p>To prepare a dish that demonstrates a healthy and varied diet with adult support.</p> <p>To demonstrate the safe use of kitchen utensils and equipment independently.</p>
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## Year 5

<p><b>Design, Make and Evaluate Structures</b></p> <p><u>Topic - Shine a light</u></p> <p>Christmas Project – research, design, make and evaluate</p>	<p><b>Cooking and Nutrition</b></p> <p><u>Topic - Ready, Steady ...</u></p> <p>Apply the principles of a healthy balanced meal to work in two teams to choose</p>	<p><b>DME: Technical Knowledge Mechanisms (and electrical systems)</b></p> <p><u>Topic - Branching Out</u></p>	<p><b>Cooking and Nutrition</b></p> <p><u>Topic - Opposites Attract</u></p> <p>Seasonal foods – explore foods typical of winter and summer.</p>
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	<p>an item for Christmas incorporating an element of light</p> 	<p>a recipe to cook for a new school dinner.</p> 	<p>Make a toy incorporating cams/gears (camel themed)( could this be motorised?)</p> 	
<p>Year 5</p>	<p>To demonstrate awareness of cause and effect.</p> <p>To show anticipation when exploring a familiar activity or object</p> <p>To show how to manipulate and move objects (e.g. copy use of tools).</p> <p>To respond to what they see and feel and use these to make choices</p> <p>To participate with support in shared</p>	<p>To remember a learned response over a period of time and begin to use real objects independently in an appropriate way.</p> <p>To respond consistently to a preferred activity, object, tool or ingredient.</p> <p>To express preferences (likes and dislikes) appropriately</p>	<p>To respond to options and choices with actions or gestures (can make a choice out of 2).</p> <p>To be able to express own preferences and interests.</p> <p>To show understanding of how to create a desired outcome (e.g. use a paint brush to apply paint)</p> <p>To begin to show some independence when</p>	<p>To manipulate and move objects (e.g. copy use of utensils).</p> <p>To find familiar equipment when in their correct place (e.g. collect chilled food from the fridge or cutlery from the cutlery drawer)</p> <p>To repeat an action to create a desired effect (e.g. use a safety knife for cutting a cucumber into smaller pieces)</p>

	<p>activities for short periods of time</p> <p>To observe the results of their own actions with interest.</p>	<p>To use a range of utensils with adult support to create a desired effect.</p>	<p>completing a familiar task.</p> <p>To express their own views about their product (I like it, I don't like it)</p>	
	<p>To explore a range of existing products in the category of their chosen design alongside an adult.</p> <p>To design my own products with support.</p> <p>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) with support.</p> <p>To evaluate their product with adult support.</p>	<p>To begin to explore a range of healthy foods</p> <p>To begin to be able to sort familiar foods into pre-set groups (e.g. healthy/not healthy; eat a lot/eat a little) with support.</p> <p>To match the uses of different tools within the design and technology curriculum (e.g. a whisk for mixing) with support.</p> <p>To follow a simple recipe in sequence with support.</p>	<p>To match the uses of different tools within the design and technology curriculum (e.g. a drill for making holes) with support.</p> <p>To develop ideas through a template with support.</p> <p>To select from and use a range of materials and components with support.</p> <p>To build simple structures with support.</p> <p>To evaluate their finished product against the</p>	<p>To show a consistent and safe use of cooking equipment/utensils with adult prompt/support.</p> <p>To begin to say what they think about different ingredients with adult prompt.</p> <p>To recognise a range of familiar/common ingredients and with support identify where they come from.</p> <p>To prepare a healthy dish chosen by the adult with support.</p>



			original design plan with support.	
	<p>To explore a range of existing products in the category of their chosen design</p> <p>To design my own products with minimal support and say how I will make a product.</p> <p>To design a functional product and say why it is appealing.</p> <p>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>To evaluate their product against the</p>	<p>To begin to understand what is meant by a healthy diet.</p> <p>To begin to be able to sort familiar foods into pre-set groups (e.g. healthy/not healthy; eat a lot/eat a little).</p> <p>To understand the uses of different tools within the design and technology curriculum (e.g. a whisk for mixing).</p> <p>To contribute to making a product understanding I need to follow the instructions to create complete dish.</p>	<p>To understand the uses of different tools within the design and technology curriculum (e.g. a drill for making holes).</p> <p>To develop ideas through a template or drawing of their product.</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles according to their characteristic.</p> <p>To build structures and investigate/explore how they can be made</p>	<p>To show a consistent and safe use of cooking equipment/utensils with reducing adult prompt/support.</p> <p>To begin to say what they think about different ingredients with some adult prompt.</p> <p>To know where a variety of familiar/common ingredients come from.</p> <p>To prepare a healthy dish chosen by the adult.</p>

	<p>different elements of their design with adult support.</p>		<p>stronger and more stable.</p> <p>To evaluate their finished product against the original design plan.</p>	
	<p>To begin to understand market research.</p> <p>To conduct market research with adult support.</p> <p>To use the computer to aid their design on a product for a purpose.</p> <p>To create an annotated design for their product with adult support.</p> <p>To select from a wide range of materials/ components to create their product to their design.</p>	<p>To understand and share what is meant by a healthy and varied diet.</p> <p>To be supported to explore a wide variety of cooking techniques (e.g. steaming, frying etc.).</p> <p>To prepare and cook a variety of savoury dishes supported by an adult.</p> <p>To follow a simple set of instructions to fulfil a recipe with support.</p> <p>To begin to understand what farm to fork means.</p>	<p>To apply previously knowledge to strengthen and reinforce a weakened structure.</p> <p>To explore different mechanical systems (e.g. gears, pulleys, cams, levers and linkages).</p> <p>To design a product that uses mechanical systems for a function.</p> <p>To use a wider range of tools to make a product to their design.</p> <p>To perform a wider range of practical tasks</p>	<p>To understand and share what is meant by seasonality.</p> <p>To be able to sort different foods into seasonality groups (e.g. root veg in winter, berries in the summer etc.).</p> <p>To begin to understand the terms: ingredients, grow, reared, caught and processed.</p> <p>To begin to apply these terms to different types of foods (e.g. fish are caught, cattle is reared etc.).</p>

	To evaluate their own product suggesting improvements to their work.	To experience where food comes from.	(e.g. cutting, shaping, joining, finishing etc.) with increased accuracy.	To be supported to explore a wide variety of cooking techniques (e.g. baking, boiling etc.)  To prepare and cook a variety of dishes supported by an adult.
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## Year 6

<p><b>Design, Make and Evaluate</b></p> <p><b>Textiles</b></p> <p><u>Topic – Spark your curiosity</u></p> <p>Christmas Project – research, design, make and evaluate an item for Christmas from a different country incorporating fabric</p> 	<p><b>Cooking and Nutrition</b></p> <p><u>Topic – Walk like an Egyptian/ Food for Thought</u></p>  <p>Investigate the nutritional content of some of your favourite foods.</p> <p>What swaps could be made to make your diet more balanced?</p> <p>Design a 'healthy' pizza and follow a simple recipe to make your pizza</p>	<p><b>DME: Technical Knowledge</b></p> <p><b>Mechanisms and electrical systems</b></p> <p><u>Topic – Back to the Future</u></p> <p>Make a car (electric or balloon powered) and race against your friends</p> 
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Year 6	<p>To respond to what I see feel, touch and smell (choose fabric based on sensory preferences and exploration).</p> <p>To use familiar tools safely with reducing support (use scissors to cut fabric or a large threading needle for sewing)</p> <p>To express choices to contribute to design (choice of 2)</p> <p>To evaluate their learning/creation with support.</p>	<p>To use real objects with independence for their functional purpose.</p> <p>To show preference (accepting or pushing away food choices)</p> <p>To show awareness of how to manipulate and move objects.</p> <p>To learn alongside a peer taking turns with shared equipment.</p>	<p>To contribute to activities by coactively grasping and moving simple tools (e.g. imitate use of a glue gun).</p> <p>To shift my attention from one thing and back again</p> <p>To anticipate repeated sounds, sights and actions</p> <p>To make choices on colour, shape texture and materials.</p> <p>To join with peers in a joint exploration project beginning to work collaboratively with support</p>
	To contribute to designing my own products from a limited choice (3 or 4 options) and	To communicate preferences about different ingredients (from a small selection making use of known likes) and begin to say	<p>To observe existing products and begin to identify similarities with support.</p> <p>To contribute to the design</p>

	<p>identify 1 thing which I might need to make a product,</p> <p>To contribute to the design of a purposeful product with some support and begin to give a basic reason for choices from a limited selection.</p> <p>To make purposeful choices from a small selection of materials/components to construct according to my design with support and guidance where needed.</p> <p>To select appropriate tools from a small selection and use these safely with support to make their product beginning to link this to their to the design</p> <p>To being to evaluate their product with support and suggest a change which they might make from a choice of 2.</p>	<p>why they feel this way with support.</p> <p>To begin to use a variety of cooking equipment/utensils with increasing safety under adult supervision.</p> <p>To begin to understand what is meant by a healthy diet.</p> <p>To be able to prepare a healthy dish with support (from a closed choice) drawing on our knowledge of a healthy diet.</p> <p>To begin to understand and follow the instructions to make a complete dish with some support.</p>	<p>process (closed choice) beginning to identify appropriate options (choosing between round wheels or square wheels through matching to real products)</p> <p>To begin to recognise and demonstrate the appropriate use of different tools within the design and technology curriculum (e.g. a drill for making holes) with support.</p> <p>To begin to select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) with support.</p> <p>To explore and use mechanisms (e.g. levers, sliders, axels etc.) in their products with support</p> <p>To express a basic opinion on their product during the evaluation stage</p>
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	<p>To design my own products with increased independence and say how I will make a product, giving a simple reason for my choice.</p> <p>To design a purposeful product and begin to give reasons why.</p> <p>To make purposeful choices from a wide range of materials/components to construct according to my design.</p> <p>To select appropriate tools from a limited selection and use these safely (with some support) to make their product according to the design</p> <p>To evaluate their product with a peer/adult and suggest simple improvements to enhance the products appeal.</p>	<p>To communicate preferences about different ingredients and begin to say why they feel this way.</p> <p>To safely use a variety of cooking equipment/utensils under adult supervision.</p> <p>To understand what is meant by a healthy diet.</p> <p>To be able to prepare a healthy dish drawing on our knowledge of a healthy diet.</p> <p>To understand and follow the instructions to make a complete dish.</p>	<p>To observe existing products and begin to identify similarities with reducing support (e.g. all moving vehicles have wheels)</p> <p>To contribute to the design process by identifying appropriate options (choosing between round wheels or square wheels)</p> <p>To understand and demonstrate the use of different tools within the design and technology curriculum (e.g. a drill for making holes).</p> <p>To select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>To explore and use mechanisms (e.g. levers, sliders, axels etc.) in their products.</p>
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	<p>To understand and conduct some simple market research independently.</p> <p>To evaluate existing products based on their fitness for purpose and their appeal to a market.</p> <p>To use the computer to aid their design on a product for a purpose.</p> <p>To create an annotated design for their product independently.</p> <p>To evaluate their design with a peer and make improvements.</p> <p>To select from a wide range of materials/ components and say why they chose this over the others.</p> <p>To select appropriate tools and use these safely to make their product according to the design.</p> <p>To hear an evaluation from a peer and say how they could</p>	<p>To understand and explain a healthy and varied diet and say why this is important part of a healthy lifestyle.</p> <p>To have experience of a wide variety of cooking techniques (e.g. steaming, frying etc.).</p> <p>To be able to follow a simple recipe with minimal support.</p> <p>To prepare and cook a variety of savoury dishes following a simple recipe.</p> <p>To understand what farm to fork means.</p>	<p>To explore existing products that use electrical systems.</p> <p>To design a product that uses a simple electrical system (e.g. switch, bulb, simple circuit etc.) with adult support.</p> <p>To make a functional product that incorporates a simple electrical system, with adult guidance.</p> <p>To investigate a key individual who has helped shape the world through design and technology.</p> <p>To present their findings about the key individual to their peers.</p> <p>To evaluate their product and make improvements where necessary</p>
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	further improve their final product.		
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