St. Benedict's Primary School Design and Technology Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Enchanted Woodlands** Science - plants **We are constructers** Build simple structures. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **We are designers** Select and use a range of materials, beginning to explain their choices. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **We are chefs** Select healthy ingredients for a fruit or vegetable salad. **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **Innovate task**	**Bright Lights Big City** Geography – The UK, maps and direction **We are constructors** Build simple structures Design and make a moving model of the London Eye. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **We are bakers** Identify the source for common foods. **Design and Technology Cooking and Nutrition 2 Understand where food comes from.** **We are bakers** Measure and weigh food items using non-standard measures, such as spoons and cups **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **We are builders**	**Superheroes** PE Fantasy and real heroes. The senses **We are food tasters** Identify the main food groups including fruit and vegetables. Learn about healthy superfoods that you need to eat to grow strong and stay fit and well. Following simple recipes to prepare some superfood dishes. **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **We are costume designers** Create a design to meet simple design criteria. Look at examples of superhero masks. Explain which ones they like and why. Make a design for a superhero mask, using the examples for inspiration. **Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.**	**Beachcombers** Science - seashore **We are making a treasure book** Select and use a range of materials, beginning to explain their choices. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **We are puppeteers** Use tools safely for cutting and joining materials, components and finishing products. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **Innovate task** **Step 3: Creating a sea creature**	**Paws Claws and Whiskers** Art and Design animals and their features **We are zoo keepers** Create a design to meet simple design criteria. To design and make an enclosure for a particular zoo animal. **Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **We are product designers** Draw a simple picture of an intended design with basic labelling.	**Dinosaur Planet** History – dinosaurs and fossils **We are prehistoric landscapers** Construct simple structures, models or other products using a range of materials. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **We are seamstresses** Select and use a range of materials, beginning to explain their choices. Create a Sockasaurus rex. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **We are sculptors** Construct simple structures, models or other products using a range of materials.

St. Benedict's Primary School Design and Technology Overview 2022-23

	A woodland party for Mr Fox **Step 4: Woodland animal mask** Select and use a range of materials, beginning to explain their choices **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **Step 8: Build a camp** Construct simple structures, models or other products using a range of materials. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.**	Build simple structures. Recreate Pudding Lane. Find out and list what materials the buildings were made from in 1666 and why **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **<u>We are designers</u>** Construct product using a range of materials. Design and make souvenirs to sell in the shop at London Zoo. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **<u>Innovate task</u>** **Marley the Meerkat's trip to London** **<u>Step 10: Making souvenirs</u>** With help, put ideas into practice. Design and make a souvenir of your favourite London place or landmark to give to Marley. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.**	**Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **<u>We are mask makers</u>** Describe others' work, including work by professional craftspeople and designers, and say what they like and dislike about it. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products**	Select the appropriate tool for a simple practical task. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **<u>Step 5: Create a 3D sea creature</u>** Select and use a range of materials, beginning to explain their choices. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics**	**Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **<u>We are creating imaginary pets</u>** Create a design to meet simple design criteria. Create an imaginary version of a familiar pet. **Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information**	Make a large scale model dinosaur. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **<u>Innovate task</u>** **Dinosaur museum** **Step 6: Design and make dinosaur gift.** Construct simple structures, models or other products using a range of materials. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **Step 8: Bake treats for the museum cafe** Select the appropriate tool for a simple practical task **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **Express: Celebrating the dinosaurs**

		Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria. **Express task: London landmark models** Build structures, exploring how they can be made stronger, stiffer and more stable. Work in groups to create big models of famous London landmarks using a range of junk modelling materials. **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.**			**and communication technology.** **<u>Innovate</u>** **Ste 4: Looking after a mystery animal** Select and use a range of materials, beginning to explain their choices. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics**	**<u>We are biscuit makers</u>** Measure and weigh food items using non-standard measures, such as spoons and cups. **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **<u>Standalone lesson</u>** **<u>We are archaeologists</u>** Select explain choice of materials, sometimes with help. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **<u>Stand-alone lesson</u>** Large and small scale models of dinosaurs using clay and other media. Talk about their own and each other's work, identifying strengths or weaknesses and offering support. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**

St. Benedict's Primary School Design and Technology Overview 2022-23

Year 2	**Street Detectives** Geography – exploring the local community **We are builders** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **We are environmentalists** Produce detailed, labelled drawings or models of products based on design criteria. **Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other**	**Land Ahoy** Geography Captain Cook, boats and sea rescues **We are boat manufacturers** Made a model of a boat with moving parts Use a range of mechanisms (levers, sliders, wheels and axles) in models or products. **Design and Technology Technical Knowledge 2 Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.** **We are lighthouse engineers** Use tools safely for cutting and joining materials and components and for finishing products. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g.**	**Scented Gardens** Science – flowers and their parts, growing things **We are making concoctions** Select the appropriate tool for a task and explain their choice. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **We are aroma therapists** Make scented playdough Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,**	**Towers, Tunnels and Turrets** D&T/History Castles, towers and tunnels. Building structures **We are builders** Build a model castle Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **We are architects** Create tunnels Build structures, Explore how a structure can be made stronger, stiffer and more stable. **Design and Technology Technical Knowledge 1 Build structures,**	**Muck, Mess and Mixtures** Science/Art Materials and their properties through art **We are food critics** Work safely and hygienically in construction and cooking activities. **Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.** **We are food researchers** Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). **Design and Technology Cooking and Nutrition 2 Understand where food comes from.**	**Wriggle and Crawl** Science – mini beasts and their habitats **We are bakers** Prepare ingredients by peeling, grating, chopping and slicing **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **Standalone lesson** **We are food tasters** Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants) **Design and Technology Cooking and Nutrition 2 Understand where food comes from**

St. Benedict's Primary School Design and Technology Overview 2022-23

	users based on design criteria. **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **<u>We are bakers</u>** Use tools safely for cutting and joining materials, components and for finishing products. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **<u>Innovate</u>**	**cutting, shaping, joining and finishing).** **<u>We are electricians</u>** Create an operational, simple series circuit to make the lighthouse flash. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **Innovate** **Step 7: Finding pirate treasure** Select the appropriate tool for a task and explain their choice. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).** **Express: Maritime Museum** Finished models can be compared with design	**according to their characteristics** **Innovate: Making a fragranced gift** **Step 2: select ingredients** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **Step 3: Create gift** Select the appropriate tool for a task and explain their choice **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,**	**exploring how they can be made stronger, stiffer and more stable.** **<u>We are engineers</u>** Construct a bridge Explore how a structure can be made stronger, stiffer and more stable **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **<u>We are constructional engineers</u>** Constructing towers using natural objects. Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics**	**<u>We are nutritionists</u>** Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. **Design and Technology Cooking and Nutrition 1 Use the basic principles of a healthy and varied diet to prepare dishes** **<u>We are cooks</u>** Work safely and hygienically in construction and cooking activities. **Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.** **Express** **Design and set up an outdoor kitchen** Generate and communicate their	**Express: Make a 3D minibeast** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**

	Step 4: Improving the local area Make a model of a shop, a house or another building showing how you would make it more exciting. **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **<u>Express: Street Savvy</u>** Make large street name signs and display them in the outdoor play area. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**	criteria to see how closely they match. Improvements can then be planned. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria**	**according to their characteristics** **Step 4: Decorate/wrap gift** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **Step 5: Make gift tag** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,**	**<u>We are constructors</u>** Constructing towers. Explore how a structure can be made stronger, stiffer and more stable **Design and Technology Technical Knowledge 1 Build structures, exploring how they can be made stronger, stiffer and more stable.** **Innovate: Making a fortress for the three little pigs** **Step 3: Plan and design fortress** Generate and communicate their ideas through a range of different methods. **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.**	ideas through a range of different methods. **Design and Technology Design 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** **Make messy jelly.** Work safely and hygienically in construction and cooking activities. **Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to**	

			according to their characteristics **<u>Express: We are Gardner's</u>** Transfer herbs grown inside to outdoor tubs and planters. Select the appropriate tool for a task and explain their choice. **Design and Technology Make 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).**	**Step 4: Plan and design fortress** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics** **Step 5: Select resources for fortress** Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. **Design and Technology Make 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics**	**participate successfully in an increasingly technological world.**	

St. Benedict's Primary School Design and Technology Overview 2022-23

				Express: **We are engineers Evaluating our structures** Explain how closely their finished products meet their design criteria and say what they could do better in the future. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **Isambard Kingdom Brunel** Explain why a designer or inventor is important. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products**		
Year 3	**Heroes and Villains** Music, moral dilemmas **We are puppet makers** Make a simple sock puppet. Plan which materials will be needed	**Predator** Science food chains, fossils and predatory plants **No lessons for this ILP** **Stand-alone lesson**	**Tremors** Geography /History – natural disasters, earthquakes and volcanoes **We are structural engineers**	**Mighty Metals** Science – materials, forces, magnets and robots **We are investigators** Explore and use a range of mechanisms (levers, sliders, axles, wheels and	**Scrumdiddlyumptious!** D&T - Food, nutrition and cooking **Memorable experience** Identify and name foods that are	**Tribal Tales** History- Stone Age, Bronze Age and Iron Age history **We are archaeologists** Explore Stone Age tools and explain how they might have been made

St. Benedict's Primary School Design and Technology Overview 2022-23

	for a task and explain why. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are illustrators</u>** Make a simple flip book animation. Develop design criteria to inform a design. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and**	Research key DT individuals that invented the backpack. Describe how key events in design and technology have shaped the world. Textiles : 2D to 3D shapes (Project on a page planning) Create a bag that can be cheaply produced for zoo/museum. **Design and Technology Evaluate 3 Understand how key events and individuals in design and technology have helped shape the world** **<u>Stand-alone lesson</u>** Electrical systems. Create a nightlight using a simple circuit (Projects on a page planning) **Design and Technology Technical Knowledge 4 Apply their understanding of computing to program, monitor and control their products.**	Plan which materials will be needed for a task and explain why. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are structural engineers</u>** Create a shell or frame structure using diagonal struts to strengthen. **Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **<u>We are Seismic designers</u>** Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs,	cams) in models or products. **Design and Technology Technical Knowledge 2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** Optional coverage- **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **<u>We are spinner designers</u>** Develop design criteria to inform a design to make simple spinners. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas**	produced in different places. **Design and Technology Cooking and Nutrition 3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.** **<u>We are bakers</u>** Bake bread. Prepare and cook a simple savoury dish. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>We are bakers</u>** Combine a variety of ingredients using a range of cooking techniques. Baking activities that need accurate weighing and	and used, and how effective they were for the tasks they had to do. Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **<u>We are jewellery designers</u>**

	exploded diagrams, prototypes, pattern pieces and computer-aided design		including being fit for purpose. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **<u>We are Seismologists</u>** Design and make a seismograph to record the magnitude of a mini earthquake. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and**	**through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **<u>We are scientists</u>** Make realistic plans identifying processes, equipment and materials needed. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **<u>We are parachute designers</u>** Plan which materials will be needed for a task and explain why. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials,**	measuring. Follow simple instructions or recipes, planning the ingredients and tools needed. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>We are nutritionists</u>** Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). **Design and Technology Cooking and Nutrition 1 Understand and apply the principles of a healthy and varied diet** **<u>We are bakers</u>** Follow recipes to make and bake a range of special celebration or festival foods.	Design an Iron Age piece of jewellery. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Innovate** **Step 3: Constructing a monument** Draw a plan of a monument from an aerial perspective. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative,**

			exploded diagrams, prototypes, pattern pieces and computer-aided design Optional coverage- **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **Innovate** **Step 7: Emergency plan for a volcano eruption** Build your team a sturdy shelter using household and reclaimed items. **Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**	**textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are cart mechanics</u>** Plan which materials will be needed for a task and explain why. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are instrument designers</u>** Design and make wind chimes from scrap metal objects. Plan which materials will be needed for a task and explain why. Optional coverage Select the appropriate tools and explain choices. **Design and Technology Make 2 Select from and use a wider range of materials and**	**Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>We are designers</u>** Design and make packaging for a fantastical fruit or silly sweet. Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups**	**functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Step 4: Constructing a monument** Plan which materials will be needed for a task and explain why. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>Express</u>**

				components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Optional coverage **Design and Technology Make 1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately** **<u>We are game makers</u>** Design and make a magnetic travel game. Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at**	**Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Innovate: Inventing a smoothie** **Step 4:** Use your ideas to begin to plan a recipe for a tempting smoothie. **Step 6:** Make your smoothie following your recipe. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **Express**	**<u>End of the ancients:</u>** **Evaluate structures** Suggest improvements to their structures and describe how to implement them, beginning to take the views of others into account. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**

				particular individuals or groups **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Innovate: A friend for the Iron Man** **Step 2:** Plan which materials will be needed for a task and explain why. **Step 3:** Develop design criteria to inform a design. Make a sketch to show design ideas. **Step 4:** Plan which materials will be needed for a task and explain why. **Step 5:** Use tools safely for cutting and joining materials and components. **Step 6:** Use tools safely for cutting and joining	**Evaluating our products** Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **Chefs at the ready** Prepare and cook a simple savoury dish. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**	

St. Benedict's Primary School Design and Technology Overview 2022-23

				materials and components. **Step 8:** Incorporate a simple series circuit into a model. **Step 9:** Incorporate a simple series circuit into a model. **Express: Fantastic physicists** Evaluating our work: Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**		
Year 4	**I Am Warrior** History - The Roman Empire **We are shield makers** Collect information from a number of different sources and use this information to inform design ideas in words,	**Potions** Science - Solids, Liquids and Gas **We are bath bomb makers** Choose from a range of materials showing an	**Traders and Raiders** History/ DT - Here Come the Saxons **We are investigators** Collect information from a number of different sources and use this information to inform design ideas in words,	**Burps, Bottoms and Bile** Science - Inside your body **We are nutritional chefs** Design a healthy snack or packed lunch and explain why it is healthy. **Design and Technology Cooking and Nutrition 1**	**Misty Mountain Sierra** Geography - Mighty Mountains **Innovate: Planning a mountaineering holiday** **Step 3:** Create a 3-D model of your mountain range. Use	**Blue Abyss** Geography/ Science - The Ocean World **We are inventors** Explain how the design of a product has changed over time. Explain how and why a significant

St. Benedict's Primary School Design and Technology Overview 2022-23

	labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **<u>We are chefs</u>** Identify and use a range of cooking techniques to prepare a simple meal. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>We are historians</u>** Investigate and identify the design features of a familiar product **Design and Technology Evaluate 1 Investigate**	understanding of their different characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.** **We are <u>Chemists</u>** Investigate and identify the design features of a familiar product. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **<u>We are chocolatiers</u>** Select, name and use tools with adult supervision. **Design and Technology Make 1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately**	labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **<u>We are architects</u>** Choose from a range of materials showing an understanding of their different characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are jewellery designers</u>**	**Understand and apply the principles of a healthy and varied diet** **<u>We are nutritionists</u>** Create and complete a comparison table to compare two or more products. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **<u>We are designers</u>** Choose from a range of materials showing an understanding of their different characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are researchers</u>** Collect information from a number of different sources and use this information to inform	annotated sketches and exploded diagrams to test and communicate their ideas. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Step 4:** Construct model of mountain range. Choose from a range of materials,	designer or inventor shaped the world. **Design and Technology Evaluate 3 Understand how key events and individuals in design and technology have helped shape the world** **<u>We are engineers</u>** Build models incorporating motors. Investigate and identify the design features of a familiar product. **Design and Technology Technical Knowledge 3 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **Innovate: 3-D art exhibition** **Step 6, Step 8 and Step 10:** Choose from a range of materials,

St. Benedict's Primary School Design and Technology Overview 2022-23

	and analyse a range of existing products Explain how the design of a product has changed over time. **Optional coverage Design and Technology Evaluate 3 Understand how key events and individuals in design and technology have helped shape the world** **Innovate: Becoming a Roman soldier** **Step 5:** Use annotated sketches and exploded diagrams to test and communicate their ideas. **Step 7:** Identify and use a range of cooking techniques to prepare a simple meal. **Step 11:** Choose from a range of materials, showing an understanding of their different characteristics.	**Innovate: Creating a potion** **Step 7:** Use annotated sketches and exploded diagrams to test and communicate their ideas. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and	Analyse the potential of a range of tools and use with accuracy. **Design and Technology Make 1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately** **<u>We are sculpture artists</u>** Analyse the potential of a range of tools and use with accuracy. **Design and Technology Make 1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately** **Innovate task: Fair Trade** **Step 4:** Use annotated sketches and exploded diagrams to test and communicate their ideas **Step 9:** Identify what has worked well and what aspects of their products	design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **<u>We are entrepreneurs</u>** Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>Standalone lesson</u>** Investigate existing toothpastes. **Design and Technology Evaluate 1 Investigate**	showing an understanding of their different characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Express: Mountaineers** Review 3-D model mountains. Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own**	showing an understanding of their different characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Step 12:** Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**

		those of others when making improvements. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**	could be improved, acting on their own suggestions and those of others when making improvements. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**	**and analyse a range of existing products** **Innovate: Make a model of the digestive system** **Step 4:** Use annotated sketches and exploded diagrams to test and communicate their ideas. **Step 6 and 7:** Choose from a range of materials, showing an understanding of their different characteristics. **Step 9 and 12:** Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. **Express:** Design and make a healthy snack pack and explain why it is healthy.	**design criteria and consider the views of others to improve their work** **Stand-alone lesson** Making an electrical circuit using switches. Battery Operated Lights: Electrical circuits (Twinkl planning) **Design and Technology Technical Knowledge 4 Apply their understanding of computing to program, monitor and control their products.** **Standalone lesson** Global Food: Where Ingredients Come From (Twinkl planning) Identify and name foods that are produced in different places in the UK and beyond. **Design and Technology Cooking and Nutrition 3 Understand seasonality, and know**	

St. Benedict's Primary School Design and Technology Overview 2022-23

					where and how a variety of ingredients are grown, reared, caught and processed.	
Year 5	**Stargazers Space** Science **We are moonscapers** Create a moonscape using textiles. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **We are Spacecraft engineers** Design and make a satellite, rover or shuttle for a specific mission. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**	**Off With Her Head** History- The Tudors **No lessons for this ILP** **Standalone lesson** Research Tudor homes and comparisons between the rich and the poor; evaluate against existing designs. Designer William Morris and architect Richard Norman Shaw. Describe the social influence of a significant designer or inventor. **Design and Technology Evaluate 3 Understand how key events and individuals in design and technology have helped shape the world** **Standalone lesson** Follow Tudor food recipes (Twinkl planning) Evaluate meals and consider if they contribute towards a balanced diet.	**Alchemy Island** Music **We are electricians** Use electrical circuits of increasing complexity in their torch/lamp showing an understanding of control. **Design and Technology Technical Knowledge 3 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** **Express: Board games** Use a paint or graphics package to design a new board game called Alchemy Island. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing**	**Beast Creator** Science **We are constructors** Create the school's minibeast hotel. Name and select appropriate tools for a task and use them with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Innovate task: Designing a super-minibeast** **Step 7:** Build a 3-D model of a beast. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**	**Pharaohs** History -Ancient Egypt **We are structural constructors** Build a tomb or pyramids by selecting and combining materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Standalone lesson** Build a framework using a range of materials to support mechanisms. To build pyramid using various methods to support framework, including cross braces, guy ropes and diagonal struts. Frameworks can be built using lolly sticks,	**Allotment** Geography **We are chefs** Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **We are gardening engineers** Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **We are gardeners** Describe what seasonality means and explain some of the

St. Benedict's Primary School Design and Technology Overview 2022-23

	Innovate task: Rocket launch **Step 3:** Design a rocket. Sketch ideas using pencil and paper or design software. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Step 4:** Select and combine materials with precision to make rocket. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**	**Design and Technology Cooking and Nutrition 1 Understand and apply the principles of a healthy and varied diet** **<u>Standalone lesson</u>** Design and make a moving toy using cams (Twinkl planning) Use mechanical systems in their products, such as pneumatics and hydraulics. **Design and Technology Technical Knowledge 2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]**	**products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **<u>Stand-alone lesson</u>** *Add circuit and switches to their board game. **Design and Technology Technical Knowledge 4 Apply their understanding of computing to program, monitor and control their products.**	**Express task: 3-D sculpture** Create their fantasy beasts in 3-D, using the techniques of stitching, bonding, cutting and joining. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**	skewers and bamboo canes. **Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **<u>We are bakers</u>** Describe what seasonality means and explain some of the reasons why it is beneficial. **Design and Technology Cooking and Nutrition 3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.** **Innovate: Egyptian funeral preparations** **Step 3: Make a canopic jar using clay to store an internal organ.** Name and select appropriate tools for a task and use them with precision. **Design and Technology Make 1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,**	reasons why it is beneficial. **Design and Technology Cooking and Nutrition 3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.** **<u>We are chefs</u>** Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** **Innovate task: Farmers Market** **Step 6:** Select and combine materials with precision. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups**

	Step 6: Build a strong rocket, to withstand a powered launch. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Step 7:** Investigate a range of rocket launchers and rocket kits. at work here? Explain how the design of a product has been influenced by the culture or society in which it was designed or made. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **Step 8:** Test and evaluate products against a detailed design specification and make adaptations as they develop the product. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **Express: Evaluation.**				**shaping, joining and finishing], accurately** **Step 4:** Build a sturdy sarcophagus. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**	**<u>Express Task: Green fingers</u>** Make garden structures for growing plants. Select and combine materials with precision. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **<u>We are structural engineers</u>** Build a framework using a range of materials (e.g. wood, card, corrugated plastic) to support mechanisms. **Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**

St. Benedict's Primary School Design and Technology Overview 2022-23

	Test and evaluate products against a detailed design specification and make adaptations as they develop the product. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**					
Year 6	**A Child's War** History - World War 2 **We are Wartime cooks** Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **We are Anderson Shelter designer** Use a range of materials to construct a structurally sound miniature Anderson shelter. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.	**Blood Heart** Science - Human circulatory system **We are making stethoscopes** Make an effective homemade stethoscope. Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas**	**Frozen Kingdom** Geography- Polar Regions **Express task: The Antarctic and Arctic articulated!** Create Large scale igloos. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. **Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **Standalone lesson:** Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and	**Darwin's Delights** Science - Evolution and Inheritance **No lessons for this ILP**	**Hola Mexico!** Music - Mayan Civilisation **We are making fruit drinks** Make a traditional/contemporary Mexican fruit drink. Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **We are Chefs**	**Gallery Rebels** Art and Design - Significant Artists **We are Artists** Create a sketchbook. Choose the best materials for a task, showing an understanding of their working characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.** **We are Sculpturists** Create surrealist sculptures. Choose the best materials for a task, showing an understanding of their working characteristics.

St. Benedict's Primary School Design and Technology Overview 2022-23

	Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **<u>Standalone lesson</u>** Analyse how the invention or product has significantly changed or improved people's lives. Analyse the Morrison shelter, designed by John Baker in 1941, was an indoor air-raid shelter used in over half a million homes during the Second World War. It saved the lives of many people caught in bombing raids. **Design and Technology Evaluate 1 Investigate and analyse a range of existing products** **<u>We are Toy makers</u>** Choose the best materials to make a simple toy, showing an understanding of their working characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**	**through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **<u>We are nutritionist chefs</u>** Follow recipes to make heart-healthy foods. Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **Innovate task: Heart charity fundraiser** **Step 4:** Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. **Design and Technology Design 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at**	motors) and use programming to control their products. (Electricity ILP planning) **Design and Technology Technical Knowledge 3 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** **Design and Technology Technical Knowledge 4 Apply their understanding of computing to program, monitor and control their products.**		Follow recipes and cook a range of savoury Mexican dishes. Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **<u>We are chocolatiers</u>** Follow a recipe to make drinking chocolate. Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** **<u>We are food nutritionists</u>** Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet.	**Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.** **<u>Standalone lesson</u>** Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Evaluate their Sculpture and make modifications. **Design and Technology Evaluate 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** **Innovate task: Creating gallery exhibits** **Step 4:** Choose the best materials for a task, showing an understanding of their working characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and**

	Innovate task: Street Party **Step 5:** Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**	**particular individuals or groups** **Design and Technology Design 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Express task: Heart's content** Make a large scale model of the heart. Choose the best materials for a task, showing an understanding of their working characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**			**Design and Technology Cooking and Nutrition 1 Understand and apply the principles of a healthy and varied diet** **<u>We are instrument makers</u>** Make a simple wind instrument out of junk materials. Choose the best materials to make a simple toy, showing an understanding of their working characteristics. **Design and Technology Make 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.** **<u>Innovate task: Festival procession</u>** **<u>Step 10:</u>** Build a small scale model of a temple. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.	**ingredients, according to their functional properties and aesthetic qualities.** **Express task: Curators!** Create spin paintings. Explain and use mechanical systems in their products to meet a design brief. **Design and Technology Technical Knowledge 2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]**

					Design and Technology Technical Knowledge 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Express task: Adios amigos!** Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. **Design and Technology Cooking and Nutrition 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** **Standalone lesson** Celebrating culture and seasonality, (Projects on a page planning) Explain how organic produce is grown. **Design and Technology Cooking and Nutrition 3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**	