



## Design Technology (DT) at Wisborough Green Primary School (2-year cycle)

	<b>Autumn</b>	<b>Spring</b>			<b>Summer</b>	
<b>Early Years Foundation Stage</b>	<p>Create collaboratively sharing ideas, resources, and skills</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources, and skills</p>			<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources, and skills</p>	
	<b>Cycle A</b>			<b>Cycle B</b>		
	<b>Time Riders</b>	<b>Extreme Survival</b>	<b>Your Majesty</b>	<b>Far Away and Long Ago</b>	<b>Ingenuous Engineering</b>	<b>Wild Wisborough</b>
<b>Key Stage 1</b>	<p>Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings.</p> <ul style="list-style-type: none"> <li>• Selecting a range of fruits and vegetables; using simple utensils and equipment.</li> <li>• Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria.</li> <li>• Understand where ingredients come from and the basis of a healthy and varied diet.</li> </ul>	<p>Generate ideas and simple design criteria.</p> <ul style="list-style-type: none"> <li>• Develop and communicate ideas through drawings and mock-ups.</li> <li>• Select a range of tools and equipment and materials to perform practical tasks.</li> <li>• Explore wheels and axles and evaluate their ideas and products against original criteria.</li> </ul>	<p>Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings.</p> <ul style="list-style-type: none"> <li>• Planning making, selecting tools and new and recycled materials; using finishing techniques.</li> <li>• Exploring existing freestanding structures; evaluating their own products against original criteria.</li> <li>• Know about strengthening structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Generating, modelling and communicating ideas.</li> <li>• Planning making, selecting tools and using finishing techniques.</li> <li>• Exploring books and products; evaluating own product against original criteria.</li> <li>• Exploring sliders and levers; understanding types of movement; technical vocabulary.</li> </ul>	<p>Design a functional, appealing product for a chosen user and purpose.</p> <ul style="list-style-type: none"> <li>• Generate, develop, and communicate ideas.</li> <li>• Use a range of textiles, tools and equipment to perform practical tasks.</li> <li>• Explore and evaluate existing textile products and their own ideas and products.</li> <li>• Understand how 3-D textile products are made, using joining, templates and finishing to create two identical shapes.</li> </ul>	<p>Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings.</p> <ul style="list-style-type: none"> <li>• Selecting a range of fruits and vegetables; using simple utensils and equipment.</li> <li>• Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria.</li> <li>• Understand where ingredients come from and the basis of a healthy and varied diet.</li> </ul>



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<p><b>Lower Key Stage 2</b></p>	<p>2D shape to 3D product Generate design criteria for an appealing, functional product for specific users.</p> <ul style="list-style-type: none"> <li>• Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> <li>• Select fabrics and fastenings according to their functional characteristics.</li> <li>• Investigate a range of 3-D textile products.</li> <li>• Test their product against the original criteria and with the intended user.</li> </ul>	<p>Generate realistic ideas and use annotated sketches and prototypes to develop, model and communicate ideas.</p> <ul style="list-style-type: none"> <li>• Select and use tools with some accuracy to cut, shape and join paper and card.</li> <li>• Investigate and analyse their own and others' products with lever and linkage mechanisms.</li> <li>• Understand and use lever and linkages, and fixed and loose pivots.</li> </ul>	<p>Generate ideas and develop design criteria for an appealing product for a user and purpose.</p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select from a range of ingredients to make appropriate food products.</li> <li>• Carry out and record evaluations of a variety of ingredients and products.</li> <li>• Know a range of appropriate ingredients, and whether they are grown, reared or caught.</li> </ul>	<p>Generate ideas and develop design criteria for an appealing product for a user and purpose.</p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select from a range of ingredients to make appropriate food products.</li> <li>• Carry out and record evaluations of a variety of ingredients and products.</li> <li>• Know a range of appropriate ingredients, and whether they are grown, reared or caught.</li> </ul>	<ul style="list-style-type: none"> <li>• Use annotated sketches, cross-sectional and exploded diagrams to develop and communicate ideas.</li> <li>• Select and use tools with some accuracy to cut, shape, join and finish.</li> <li>• Use construction materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> </ul>	<p>Generate ideas and designs, develop them through analysis of shell structures and use CAD to model and communicate ideas.</p> <ul style="list-style-type: none"> <li>• Plan the making and use appropriate tools and software, explaining their choices. Use computer-generated finishing techniques.</li> <li>• Evaluate shell structures and their own products.</li> <li>• Develop knowledge of nets of cubes and cuboids and more complex 3D shapes and how to construct strong, stiff shell structures.</li> </ul>
<p><b>Upper Key Stage 2</b></p>	<p>Research user needs and existing products and develop and model innovative ideas into a design specification.</p> <ul style="list-style-type: none"> <li>• Formulate a plan with a step-by-step list of tasks and resources.</li> <li>• Use tools to accurately measure,</li> </ul>	<p>Generate and explore innovative ideas through research and discussion to develop a design brief.</p> <ul style="list-style-type: none"> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils.</li> </ul>	<p>Develop a design specification for a functional product that responds automatically to changes in the environment.</p> <ul style="list-style-type: none"> <li>• Formulate a step-by-step plan to making, listing tools, equipment, materials and components.</li> </ul>	<p>Generate ideas through research and develop and communicate a simple design specification.</p> <ul style="list-style-type: none"> <li>• Select use a range of tools and equipment to make products that that are accurately assembled and well</li> </ul>	<p>Generate and explore innovative ideas through research and discussion to develop a design brief.</p> <ul style="list-style-type: none"> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils.</li> </ul>	<p>Generate and communicate innovative ideas through research.</p> <ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics and formulate step-by-step plans for making.</li> <li>• Investigate and analyse textile products linked to</li> </ul>



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	<p>mark out, cut, shape and join materials to make frameworks.</p> <ul style="list-style-type: none"> <li>• Use finishing techniques suitable for the product and critically evaluate their products against a range of criteria.</li> <li>• Research key events and individuals relevant to frame structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose.</li> <li>• Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification.</li> <li>• Understand seasonality and the source of different food products.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a computer control program to enable an electrical product to work automatically in response to changes in the environment.</li> <li>• Test and evaluate the system to demonstrate its effectiveness for the intended user and purpose.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p>finished within the constraints of time, resources and cost.</p> <ul style="list-style-type: none"> <li>• Compare the final product to the original design specification and test the quality of the design, manufacture and functionality with the user.</li> <li>• Investigate famous manufacturing and engineering companies relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose.</li> <li>• Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification.</li> <li>• Understand seasonality and the source of different food products.</li> </ul> <p>Fiver Challenge: Apply DT skills.</p>	<p>their final product and compare the final product to the original design specification.</p> <ul style="list-style-type: none"> <li>• Know that a 3-D textile product can be made from a combination of pattern pieces, fabric shapes and different fabrics and that fabrics can be strengthened, stiffened and reinforced.</li> </ul>
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