

Medium Term Planning 2022/23

Year	Nursery		Sub	ject Design and Techn	ology		Acad	demic Year 2022/23	
Prior Knowledge			End	Point		Key Vocabulary			
Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles				plore - Uses 3D and 2D st ress ideas.	ructures to explore mater	ials and/or to		Scissors, cut, straight, join, hold, fix, glue, shape, safely,	
Beginning to select a shape for a specific space					of construction materials in	ndependently.		ur, create, make, why,	
Enjoys using blocks	to create their own simple stru	ictures and		ike - Make simple construc			char	nge, pieces.	
arrangements				• •	s increasing control in hold				
Notices and become	es interested in the transforma	tive effect of their	mani	ipulating a range of tools o	and objects such as hamme	ers.			
action on materials	and resources		• Safety - Begins to recognise the need to use tools safely.						
	I wonder what makes me so special?	I wonder why we celebrate?		I wonder what changes in winter?	I wonder how plants grow?	I wonder who lives there?	;	I wonder why trees are green?	
	Sequence of Learning	Sequence of Learni	ng	Sequence of Learning	Sequence of Learning	Sequence of Learn	ing	Sequence of Learning	
1	Creating houses from construction materials	Making Pumpkin Sou	тb	Child initiated activities such as making kites	Observe the effects of cooking when making pancakes				
Create fireworks fr		rom	Making beds for pets	Creating masks for a Mardi Gras Ball					
3		Making Christmas							
4									
5									

General learning throughout the year

Children can self-select from a range of tools and materials in the continuous provision.

Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.

 $Through \ questioning \ children \ are \ encouraged \ to \ talk \ about \ what \ they \ like \ about \ their \ work \ and \ other \ children's \ designs \ and \ how \ they \ would \ improve \ it.$

Help to design and make small worlds in line with topic.



Year	Reception		Subject	Design and Techno	ology		Academic Year 2022/23
Prior Knowledge			End Point				Key Vocabulary
• Explore - Uses 3D	and 2D structures to explore 1	naterials and/or to	Explore - experiment and build with a range of construction resources,				Plan, ideas, design, make,
express ideas.	express ideas.			oout the properties	and functions of differen	t construction	build, construct, join, shape,
• Design - Explores	• Design - Explores a variety of construction materials independently.						tools, change, like, dislike,
• Make - Make simp			· Design -	talk about ideas, cho	oose resources, tools and	techniques with a	different, improve, healthy,
	nt - Shows increasing control ir		purpose in				unhealthy, fruit, vegetable,
	e of tools and objects such as h			_	fferent construction mate	_	clean, safe, ingredients, cut,
 Safety - Begins to 	recognise the need to use tool	s safely.			aterials, experiment with	different ways to	sew
				truct and join resou			
					ey like/dislike about their		
				• • •	, and how they would char	_	
			· Tools and equipment – use equipment and tools to build, construct and				
			make simple models and constructions; use tools and equipment linked to				
			food preparation.				
		T =	· Safety - handle and use equipment appropriately and safely				
	I wonder what makes	I wonder why we		nder what changes	I wonder how plants	I wonder who lives	,
	me so special?	celebrate?		nter?	grow?	there?	green?
	Sequence of Learning	Sequence of Learnin		ence of Learning	Sequence of Learning	Sequence of Learn	ing Sequence of Learning
1	Creating houses from	Making Pumpkin Sou		initiated	Observing the effects		
	construction materials			ities such as	of cooking by making		
				ng kites	pancakes		
2	2 Creating fireworks			ng beds for pets			
from junk materials							
3 Making Christmas gi			fts				
4							
5							

General learning throughout the year

Children can self-select from a range of tools and materials in the continuous provision.

Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.

Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. Help to design and make small worlds in line with topic.



Year	Year 1	St	ubject	Academic Year 2022/23		
Prior Knowl			nd Point		Key Vocabulary	
. Explore –	experiment and build with a range of		ear 1 End Points		planning, investigating	
construction	on resources, find out about the		se pictures and words to a	design, evaluate, make,		
properties	and functions of different construction		xplore ideas by rearrangir	-		user, purpose, ideas,
materials.	• Design – talk about ideas, choose		elect pictures to help dev	•		product,
resources,	tools and techniques with a purpose in			material trial models to try	out their ideas.	fruit and vegetable
mind. • Ma	ake – make models using different		elect materials from a lim	•		names, names of
	on materials, e.g., construction kits,		xplain what they are maki	•		equipment and utensils
	materials, experiment with different		ame the tools they are us	•		sensory vocabulary e.g.
	ild, construct and join resources. •			nd investigate how they hav	ve been made (including teacher-made	soft, juicy, crunchy,
	talk about what they like/dislike about	_	kamples).			sweet, sticky, smooth,
	els/constructions, say why, and how the			hey develop and identify go	•	sharp, crisp, sour, hard
	nge them. • Tools and equipment – use	. 0	•	•	ve made and attempt to say why.	flesh, skin, seed, pip,
	t and tools to build, construct and mak		tart to use technical voca	bulary. Deen created by drawing rou	und a tamplata	core, slicing, peeling, cutting, squeezing,
	dels and constructions; use tools and		oin materials in a variety o	and a remplate.	healthy diet, choosing,	
•	t linked to food preparation. • Safety –		ecorate using a variety of	ingredients,		
	d use equipment appropriately and safe		now some ways of making :	Assessment Questions		
Tianule and	a use equipment appropriately and said		how how to stiffen some r		71336331116111 QUESTIONS	
			now how to make a simple			!
			ttach wheels to a chassis			!
				of making things move in a 2	-D plane.	
			· ·	ts e.g. fruit and vegetables.		
			it and chop a range of ing			
			ork safely and hygienicall			
		Kr	now about the need for a			
	Sequence of Learning: Robots	Seque	nce of Learning: Fire	Sequence of Learning:	Sequence of Learning: Penguins,	Sequence of Learning: The
		Fire		Family Album	Possums and Pigs.	Great Outdoors
		Mechan	nisms - pop ups and simple	Food - preparing and		To explore structures -
		card lev		combining foods		stability and strength
1	To use pictures and words to describe		plore existing products	To be able to group food	N/A	To be able to explore
	what they want to make and propose		w they have been made	and vegetables and to be		existing products and how
	more than one idea for their product.	and de	cide how existing	able to explain where		they have been made.
			food comes from.			



		products do/do not achieve their purpose.			
2	To use kits and reclaimed ideas to model more than one idea.	To be able to use words or pictures to convey what they want to make. To be able to select appropriate technique explaining firstnext Last.	To be able to use pictures and words to convey what they would like to design.	N/A	To explore how to make a structure stronger.
3	To be able to use drawings to record their ideas and add notes as they go along.	To be able to use kits and reclaimed materials to model more than one idea.	To select pictures to develop ideas for their design and explore ideas by rearranging the pictures.	N/A	To be able to investigate a variety of ways to make materials stiffer and test ways of enabling ways to make the structure remain stable.
4	To be able to select appropriate materials and tools to make their product.	To be able to mark out materials to be cut using a template and to be able to fold, cut and tear paper and card.	To be able to use drawing to record ideas as they are developed and add notes to drawings to help explanations.	N/A	To be able to join appropriately for different materials eg glue or Sellotape.
5	To be able to explain what they are making and which materials they are using and why.	To be able to cut along paper and card along straight and curved lines. To be able to use a hole punch and insert paper fasteners for card.	To be able to select ingredients from a limited range and use appropriate tools.	N/A	To be able to use pictures and words to convey what they want to make.
6	To be able to talk about their designs good and bad points and discuss how closely their finished design meets the criteria.	To experiment with levers and sliders to find ways of making things move in a 2-d plane. To be able to talk about their product and discuss whether it has met their criteria.	To be able to say what they like / dislike about their product and attempt to say what their reasons are.	N/A	To use kits or reclaimed materials to model their ideas. To be able to discuss their work as it progresses and select materials and tools that are appropriate for what they have decided to make.
Quiz Questions					



Year	Year 2	Subject	Design and	Academic Year 2022/23
			Technology	
Prior Knowledge		End Point		Key Vocabulary
Use pictures and words to	convey what they want to design	Propose more than one idea for their product.		investigating, planning, design, make, evaluate, user, purpose, ideas,
/ make.		Use ICT to communicate ideas.		design criteria, product, function
Explore ideas by rearranging	ng materials.	Use drawings to record ideas as	they are	fruit and vegetable names, names of equipment and utensils
Select pictures to help dev	elop ideas.	developed.		sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth,
Use mock-ups e.g., recycled	I material trial models to try out	Add notes to drawings to help ex	rplanations.	sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling,
their ideas.				cutting, squeezing, healthy diet, choosing, ingredients
Select materials from a lim	ited range.	Discuss their work as it progress	ses.	Assessment Questions
Explain what they are maki	ng.	Select and name the tools neede	d to work the	
Name the tools they are us	ing.	materials.		
Explore existing products of	and investigate how they have	Explain which materials they are	using and why.	
been made (including teach	er-made examples).			
Talk about their design as	they develop and identify good	Decide how existing products do	/ do not	
and bad points.		achieve their purpose.		
Say what they like and do r	ot like about items they have	Discuss how closely their finished product		
made and attempt to say w	hy.	meets their own design criteria.		
Start to use technical voca	bulary.	Cut, peel, grate, chop a range of	ingredients.	
•	been created by drawing round a	Work safely and hygienically.		
template.		Know about the Eatwell Plate.		
Join materials in a variety of	•	Understand where food comes fi		
Decorate using a variety of	techniques.	Start to use technical vocabulary	y .	
Know some ways of making		Cut out shapes which have been	created by	
Show how to stiffen some i		drawing round a template.		
Know how to make a simple		Join materials in a variety of way		
Attach wheels to a chassis	using an axle.	Decorate using a variety of tech	niques.	
Know some different ways	of making things move in a 2-D	Know some ways of making struc	_	
plane.		Show how to stiffen some materials.		
Group familiar food products e.g. fruit and vegetables.		Know how to make a simple struc	ture more	
Cut and chop a range of ing		stable.		
Work safely and hygienical	•	Attach wheels to a chassis using		
Know about the need for a	variety of foods in a diet.	Know some different ways of making things		
		move in a 2-D plane.		



	Sequence of Learning: The Place Where I Live	Sequence of Learning: Fighting Fit	Sequence of Learning: Explorers	Sequence of Learning: Farm Shop	Sequence of Learning: The Wind in the Willows
1	N/A	N/A	Mechanisms - wheels and axles	Food - the eatwell plate, where food comes from, principles of a healthy diet.	Textiles - using a template, simple joining, choice of stitches, choice of materials
			To investigate a variety of vehicles and their uses and features.	To evaluate existing products	To investigate a range of puppets and their features.
2			To investigate wheels, axles and chassis.	To understand where food comes from.	To work with fabric to create a finger puppet.
3			To investigate ways of creating and decorating the body of a vehicle.	To understand the need for a varied diet.	To develop and practise skills.
4			To design a vehicle.	To describe different foods.	To design a finger puppet.
5			To make a vehicle based on a design.	To design a product.	To follow a design to make a puppet.
6			To evaluate a finished product.	To make a product.	To follow a design to make a puppet.
				To evaluate the finished product.	To evaluate a finished product.
Quiz Questions					



Year	Year 3		Subject	Desig	n and Technology		Academic Year 202	2/23
Prior Knowledge			End Point				Key Vocabulary	
Propose more th	an one idea for their prod	uct.	Develop more than one design or adaptation of an initial design.				user, purpose, desig	n, model, evaluate,
Use ICT to com	nunicate ideas.		Plan a sequence of actions to		•		prototype, annotate	d sketch, functional,
Use drawings to	record ideas as they are o	developed.	Think ahead about the order	r of thei	ir work and decide upon tools	s and	innovative, investiga	te, label, drawing, function,
	awings to help explanations	s.	materials.				planning, design crit	eria, annotated sketch,
Discuss their wo	rk as it progresses.		Propose realistic suggestions	s as to h	how they can achieve their de	esign	appealing	
Select and name	the tools needed to work	the	ideas.					ames of equipment, utensils,
materials.			Select from a range of tools	for cut	tting, shaping, joining and fin	ishing.	techniques and ingre	edients texture, taste,
Explain which mo	iterials they are using and	why.	Use tools with accuracy.				sweet, sour, hot, spi	cy, appearance, smell,
Decide how exis	ting products do / do not o	achieve	Select from materials accord	ding to	their functional properties.		preference, greasy,	moist, cook, fresh, savoury,
their purpose.			Use appropriate finishing ted	chniques	s.		hygienic, edible, gro	wn, reared, caught, frozen,
Discuss how clos	ely their finished product	meets their	Investigate similar products	to the	one to be made to give start	ing	tinned, processed, s	easonal, harvested
own design crite	ria.		points for a design.				healthy/varied diet	
Cut, peel, grate,	chop a range of ingredient	ts.	Research needs of user.				Quiz Questions	
Work safely and	hygienically.		Decide which design idea to develop.					
Know about the	Eatwell Plate.		Consider and explain how the finished product could be improved.					
Understand whe	re food comes from.		Discuss how well the finished product meets the user's design criteria.					
Start to use tec	hnical vocabulary.		Investigate key events and individuals in design and technology.					
Cut out shapes v	hich have been created by	y drawing	Use an increasingly appropriate technical vocabulary for tools materials					
round a template	. .		and their properties.					
Join materials in	a variety of ways.		Understand seam allowance.					
Decorate using a	variety of techniques.		Prototype a product.					
Know some ways	of making structures stro	nger.	Sew on buttons and make loo	ops.				
Show how to sti	fen some materials.		Strengthen frames with diag	gonal sti	ruts.			
Know how to mal	ke a simple structure more	stable.	Measure and mark square se	ction, s	strip and dowel accurately to	1cm.		
Attach wheels t	o a chassis using an axle.		Incorporate a circuit into a r	model.				
Know some diffe	rent ways of making thing	s move in a	Use electrical systems such	as swite	ches bulbs and buzzers.			
2-D plane.			Use ICT to control products	3 .				
			Use linkages to make movement larger or more varied.					
			Follow instructions / recipes.					
			Join and combine a range of ingredients.					
			Begin to understand the food groups on the Eatwell Plate.					
Sec	uence of Learning:	Sequence of				Sequen	ce of Learning: The	Sequence of Learning:
The	re's No place Like Home	clay or text	ile sculpture	F F	Rock and Roll	Iron Mo	an	What the Romans did for
								Us



1	LO: To learn that food can be divided into different groups and sandwiches can form part of a healthy diet.	LO: To investigate and evaluate products with lever and linkage systems.
2	LO: To taste a variety of different breads and sandwiches and examine flavours and textures.	LO: To experiment with a range of techniques to create moving mechanisms.
3	LO: To design and plan a sandwich for a Christmas Party Picnic.	LO: To explore and experiment with a range of different fonts and graphic techniques.
4	LO: To be able to create a healthy sandwich.	LO: To be able to plan and design a storybook.
5	LO: To be able to evaluate a finished product.	LO: To be able to make a storybook with moving mechanisms using a design.
6		LO: To be able to evaluate a finished product.
Quiz Questions		



Year 4	Subject	Design and Technology	Academic Year 2022/23
Prior Knowledge	End Point		Key Vocabulary
Year 2 End Points	Year 3 End Points	Year 4 End Points	user, purpose, design,
Propose more than one idea for their	Develop more than one design or adaptation of	Record the plan by drawing using annotated sketches.	model, evaluate, prototype,
product.	an initial design.	Use prototypes to develop and share ideas.	annotated sketch,
Use ICT to communicate ideas.	Plan a sequence of actions to make a product.	Consider aesthetic qualities of materials chosen.	functional, innovative,
Use drawings to record ideas as they are	Think ahead about the order of their work and	Use CAD where appropriate.	investigate, label, drawing,
developed.	decide upon tools and materials.	Prepare pattern pieces as templates for their design.	function, planning, design
Add notes to drawings to help	Propose realistic suggestions as to how they can	Select from techniques for different parts of the	criteria, annotated sketch,
explanations.	achieve their design ideas	process.	appealing
Discuss their work as it progresses.	Select from a range of tools for cutting,	Draw / sketch existing products in order to analyse	evaluating, design brief
Select and name the tools needed to work	shaping, joining and finishing.	and understand how products are made.	design criteria, innovative,
the materials.	Use tools with accuracy.	Identify the strengths and weaknesses of their	prototype, user, purpose,
Explain which materials they are using and	Select from materials according to their	design ideas in relation to purpose / user.	function, prototype, design
why.	functional properties.	Consider and explain how the finished product could	criteria, innovative,
Decide how existing products do / do not	Use appropriate finishing techniques.	be improved.	appealing, design brief,
achieve their purpose.	Investigate similar products to the one to be	Investigate key events and individuals in design and	planning, annotated
Discuss how closely their finished product	made to give starting points for a design.	technology.	sketch, sensory
meets their own design criteria.	Research needs of user.	Use an increasingly appropriate technical vocabulary	evaluations
Cut, peel, grate, chop a range of	Decide which design idea to develop.	for tools materials and their properties.	name of products, names
ingredients.	Consider and explain how the finished product	Understand seam allowance.	of equipment, utensils,
Work safely and hygienically.	could be improved.	Prototype a product.	techniques and ingredients
Know about the Eatwell Plate.	Discuss how well the finished product meets the	Sew on buttons and make loops.	texture, taste, sweet,
Understand where food comes from.	user's design criteria.	Strengthen frames with diagonal struts.	sour, hot, spicy,
Start to use technical vocabulary.	Investigate key events and individuals in design	Measure and mark square section, strip and dowel	appearance, smell,
Cut out shapes which have been created	and technology. 🛘 Use an increasingly	accurately to 1cm.	preference, greasy, moist,
by drawing round a template.	appropriate technical vocabulary for tools	Incorporate a circuit into a model.	cook, fresh, savoury,
Join materials in a variety of ways.	materials and their properties.	Use electrical systems such as switches bulbs and	hygienic, edible, grown,
Decorate using a variety of techniques.	Understand seam allowance.	buzzers.	reared, caught, frozen,
Know some ways of making structures	Prototype a product.	Use ICT to control products.	tinned, processed,
stronger.	Sew on buttons and make loops.	Use linkages to make movement larger or more varied	seasonal, harvested
Show how to stiffen some materials.	Strengthen frames with diagonal struts.	Make healthy eating choices – use the Eatwell plate.	healthy/varied diet
Know how to make a simple structure	Measure and mark square section, strip and	Understand seasonality.	
more stable.	dowel accurately to 1cm.	Know where and how ingredients are reared and	
Attach wheels to a chassis using an axle.	Incorporate a circuit into a model.	caught.	



Know some diffe things move in a	rent ways of making 2-D plane.	and b Use I Use li varied Follov Join d Begin	lectrical systems such as switch uzzers. CT to control products. Inkages to make movement larger d. V instructions / recipes. Ind combine a range of ingredien to understand the food groups of the column of the late.	or more	Prepare and cook us	ing different cooking techniques.	Assessment Questions
	Sequence of Learning: Sp Might Fly	arks	Sequence of Learning: The Great Plague	Sequence Passport t	of Learning: to Europe	Sequence of Learning: Water, Water Everywhere	Sequence of Learning: How does Your Garden Grow?
1	 To identify the features of torc and investigate t uses. 		N/A		bout what we need nen we travel.	N/A	To investigate existing products - wooden garden planters.
2	To investigate ho make an electrico circuit using different materi for switches.	al	N/A		re and explore roducts to create teria.	N/A	To design garden planters - different sizes for eco gardens and use around the school grounds.
3	To investigate casings for a tor	ch	N/A	To design set criter	a product based on ia.	N/A	To make garden planters - group 1
4	1. To design a torch a particular purp		N/A	To create set criter	a final product to ia.	N/A	To make garden planters - group 2





5	me	o make a torch to eet the design iteria	N/A	To create a final product to set criteria.	N/A	To make garden planters – group 3
6		o evaluate a nished product	N/A	To evaluate a product to a set design and criteria.	N/A	To evaluate my/our product
Quiz Questions						

Year	Year 4/5	Subject		Design and Technology		
Prior Knowledge		End Point			2022/23 Key Vocabulary	
Year 3 End Points		Year 4 End Points		Year 5 End Points	evaluating, design brief	
Develop more than	one design or	Record the plan by drawing	using annotated	Record ideas using annotated diagrams.	design criteria,	
adaptation of an ini	itial design.	sketches.	3	Use models, kits and drawings to help formulate	innovative, prototype,	
Plan a sequence of	•	Use prototypes to develop	and share ideas.	design ideas.	user, purpose, function,	
product.		Consider aesthetic qualitie		Sketch and model alternative ideas.	prototype, design	
Think ahead about	the order of their	Use CAD where appropriat		Decide which design idea to develop.	criteria, innovative,	
work and decide up	on tools and materials.	Prepare pattern pieces as templates for their design.		Develop one idea in depth.	appealing, design brief,	
· ·	uggestions as to how	Select from techniques for different parts of the		Select from and use a wide range of tools.	planning, annotated	
they can achieve th		process.		Cut accurately and safely to a marked line.	sketch, sensory	
•	e of tools for cutting,	Draw / sketch existing pro	ducts in order to analyse	Select from and use a wide range of materials	evaluations	
shaping, joining and	•	and understand how produc	•	Research and evaluate existing products.	design decisions,	
Use tools with accu		Identify the strengths and		Consider user and purpose.	functionality, authentic,	
	ials according to their	design ideas in relation to 1		Consider and explain how the finished product	user, purpose, design	
functional properti			he finished product could	could be improved related to design criteria.	specification, design	
	Use appropriate finishing techniques.		·	Investigate key events and individuals in design and	brief, innovative,	
	,	be improved. Investigate key events and individuals in design and		technology.	research, evaluate,	
		technology.			design criteria,	



Investigate similar products to the one to be made to give starting points for a design.

Research needs of user.

Decide which design idea to develop. Consider and explain how the finished product could be improved.

Discuss how well the finished product meets the user's design criteria.

Investigate key events and individuals in design and technology.

Use an increasingly appropriate technical vocabulary for tools materials and their properties.

Understand seam allowance.

Prototype a product.

Sew on buttons and make loops.

Strengthen frames with diagonal struts. Measure and mark square section, strip and dowel accurately to 1cm.

Incorporate a circuit into a model.

Use electrical systems such as switches bulbs and buzzers.

Use ICT to control products.

Use linkages to make movement larger or more varied

Follow instructions / recipes.

Join and combine a range of ingredients. Begin to understand the food groups on the Eatwell Plate. Use an increasingly appropriate technical vocabulary for tools materials and their properties.

Understand seam allowance.

Prototype a product.

Sew on buttons and make loops.

Strengthen frames with diagonal struts.

Measure and mark square section, strip and dowel accurately to 1cm.

Incorporate a circuit into a model.

Use electrical systems such as switches bulbs and buzzers.

Use ICT to control products.

Use linkages to make movement larger or more varied.

Make healthy eating choices - use the Eatwell plate. Understand seasonality.

Know where and how ingredients are reared and caught.

Prepare and cook using different cooking techniques.

Use the correct vocabulary appropriate to the project.

Join materials using appropriate methods.

Create 3=-D textile products using pattern pieces.

Understand pattern layout with textiles.

Cut strip wood dayed square section wood

Cut strip wood, dowel, square section wood accurately to 1mm.

Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears.

Use electrical systems such as motors and switches.

Program, monitor and control using ICT.

Join and combine a widening range of ingredients.

Select and prepare foods for a particular purpose.

Know where and how ingredients are grown and processed.

annotate, evaluate, mock-up, prototype ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils. combine, fold, knead, stir, pour, mix, rubbing in. whisk, beat, roll out, shape, sprinkle, crumble

Sequence of Learning: Fitter, Higher, Stronger

Sequence of Learning: Hunted Food - simple savoury food and cooking techniques Sequence of Learning: Passport to Europe Textiles - seams, stiffening and strengthening, materials and fastenings Sequence of Learning: The of Food

Sequence of Learning: A Kingdom United



1	N/A	To cook using British ingredients available all year round.	Investigate similar products to the one to be made to give starting points for a design. Research needs of user. Draw/sketch products to help analyse and understand how products are made. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Investigate key events and individuals in design and technology.	N/A	N/A
2	N/A	To know how seasonal fruits in Britain are grown and processed.	Develop vocabulary for tools, materials and their properties. Understand seam allowance. Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some. Sew on buttons and make loops. Use appropriate decoration techniques.	N/A	N/A
3	N/A	To understand why vegetables, form an	Develop more than one design or adaptation of an initial design. Decide which design idea to develop.	N/A	N/A



		important part of a healthy and varied diet.	Plan a sequence of actions to make a product. Record the plan by drawing using annotated sketches. Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials. Propose realistic suggestions as to how they can achieve their design ideas. Consider aesthetic qualities of materials chosen.		
4	N/A	To find out about how seasonally produced meat can form part of a healthy diet.	Prepare pattern pieces as templates for their design. Use tools with accuracy. Select from techniques for different parts of the process. Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques.		
5	N/A	To know how fish are caught or reared, processed and used in healthy meals.	Prepare pattern pieces as templates for their design. Use tools with accuracy. Select from techniques for different parts of the process.	N/A	N/A



			Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques.		
6	N/A	To show what you have learned about eating seasonal food as part of a healthy, varied diet.	Consider and explain how the finished product could be improved. Discuss how well the finished product meets the design criteria of the user.	N/A	N/A
Quiz Questions		,			



Year	Year 5/6	Subject	Design and Tec	chnology Academic Year 2022/23		23
Prior Knowledge	Knowledge End Point			Key Vocabulary		
Year 4 End Poi	nts	Year 5 End Points Year		Year 6		design decisions, functionality, authentic,
Record the plan	by drawing using	Record ideas using annote	ated diagrams.	Plan the sequence of work.		user, purpose, design specification, design
annotated sket	ches.	Use models, kits and draw	vings to help	Devise step by step plans which	can be read /	brief, innovative, research, evaluate, design
Use prototypes	to develop and share	formulate design ideas.		followed by someone else.		criteria, annotate, evaluate, mock-up,
ideas.		Sketch and model alterno	itive ideas.	Use exploded diagrams and cros	ss-sectional diagrams	prototype
Consider aesthe	etic qualities of	Decide which design idea	to develop.	to communicate ideas.		function, innovative, design specification,
materials chose	n.			Make prototypes.		design brief, user, purpose design brief,
Use CAD where	appropriate.	Develop one idea in depth	١.	Use researched information to	inform decisions.	design specification, prototype, annotated
Prepare patteri	n pieces as templates	Select from and use a wid	de range of	Produce detailed lists of ingredients / components /		sketch, purpose, user, innovation, research,
for their design	١.	tools.		materials and tools.		functional, mock-up, prototype
Select from tec	chniques for different	Cut accurately and safely	to a marked	Refine their product - review and rework / improve.		ingredients, yeast, dough, bran, flour,
parts of the pr	ocess.	line.	ne. Identif		knesses of their	wholemeal, unleavened, baking soda, spice,
Draw / sketch e	existing products in	Select from and use a wid	de range of	design ideas.		herbs fat, sugar, carbohydrate, protein,
order to analys	e and understand how	materials		Report using correct technical vocabulary.		vitamins, nutrients, nutrition, healthy, varied,
products are m	ade.	Research and evaluate ex	risting	Discuss how well the finished product meets the		gluten, dairy, allergy, intolerance, savoury,
Identify the st	rengths and	products.		design criteria having tested on/discussed outcomes		source, seasonality utensils, combine, fold,
weaknesses of ·	their design ideas in	Consider user and purpos	e.	with the user.		knead, stir, pour, mix, rubbing in, whisk, beat
relation to purp	ose / user.	Consider and explain how	the finished	Understand how key people have influenced design in		
Consider and explain how the finished product could be improved related to a variety of conte		a variety of contexts.				
product could b	roduct could be improved. design criteria. Investigate key events and individuals in design and		viduals in design and			
Investigate key	key events and individuals Investigate key events and individuals in technology.					
in design and te	chnology.	design and technology.	Understand and apply the principles of a healthy and			
				varied diet.		





technical vermaterials and Understand Prototype of Sew on but Strengther struts. Measure and strip and definition Incorporate Use electric switches be Use ICT to Use linkage or more var Make healt Eatwell pland Understand Know where reared and	ttons and make loops. In frames with diagonal Ind mark square section, Ilowel accurately to 1cm. Ite a circuit into a model. Ical systems such as Iloubles and buzzers. Ite control products. Ite sto make movement larger Iried. Ithy eating choices - use the Ite. Ite seasonality. Ite and how ingredients are Ite caught. Ith cook using different	Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3=-D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT. Join and combine a widening range of ingredients. Select and prepare foods for a particular purpose. Know where and how ingredients are	when designing their food products. Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques. Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3=-D textile products using pattern pieces. Understand pattern layout with textiles. Create 3=-D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT. Toin and combine a widening range of agredients. Select and prepare foods for a		Assessment Questions
	Sequence of Learning: A	grown and processed. Sequence of Learning: Food	Sequence of Learning:	Sequence of Learning:	Sequence of Learning: Amazon Adventure
	kingdom United	Glorious Food	Design and Technology Earthlings	Inventors and Inventions	
1	N/A	LO: To understand that different festivals and celebrations have special foods.	N/A	LO: To investigate and evaluate everyday products or toys with moving am mechanisms.	https://www.data.org.uk/media/3221/primary-planning-links-september-2016.pdf LO: To investigate existing products, disassembling where possible, to explore the pattern-making process and joining methods.
2	N/A	LO: To understand the importance of healthy eating - Jamie Oliver.	N/A	LO: To investigate different types of cam mechanisms.	LO: To research the prospective user's requirements. Present a design specification with sketches.



3	N/A	LO: To design and make an attractive meal to be eaten at a celebration by a child from a variety of countries and cultures. Mexico	N/A	LO: To investigate ways of strengthening structures for a moving toy.	LO: To make a bag which carries an item of equipment for an explorer.
4	N/A	LO: To design and make an attractive meal to be eaten at a celebration by a child from a variety of countries and cultures. Italy	N/A	LO: To be able to design a moving toy with a cam mechanism.	As above
5	N/A	LO: To design and make an attractive meal to be eaten at a celebration by a child from a variety of countries and cultures. China	N/A	LO: To be able to follow a design to create a moving toy with a cam mechanism.	As above
6	N/A	LO: To design and make an attractive meal to be eaten at a celebration by a child from a variety of countries and cultures. India	N/A	LO: To be able to evaluate a finished moving toy.	LO: To present the product to the 'user' and evaluate together against the design criteria.
Quiz Questions					

Year 6	Subject Design and Technology	Academic Year 2022/23
Prior Knowledge	End Point	Key Vocabulary
Year 5 End Points	Year 6	
Record ideas using annotated diagrams.	Plan the sequence of work.	



Use models, kits and drawings to help formulate design ideas.

Sketch and model alternative ideas.

Decide which design idea to develop.

Develop one idea in depth.

Select from and use a wide range of tools.

Cut accurately and safely to a marked line.

Select from and use a wide range of materials

Research and evaluate existing products.

Consider user and purpose.

Consider and explain how the finished product could be

improved related to design criteria.

Investigate key events and individuals in design and technology.

Use the correct vocabulary appropriate to the project.

Join materials using appropriate methods.

Create 3=-D textile products using pattern pieces.

Understand pattern layout with textiles.

Cut strip wood, dowel, square section wood accurately to 1mm.

Build frameworks to support mechanisms.

Stiffen and reinforce complex structures.

Use mechanical systems such as cams, pulleys and gears.

Use electrical systems such as motors and switches.

Program, monitor and control using ICT.

Join and combine a widening range of ingredients.

Select and prepare foods for a particular purpose.

Know where and how ingredients are grown and processed.

Devise step by step plans which can be read / followed by someone

Use exploded diagrams and cross-sectional diagrams to communicate

Make prototypes.

Use researched information to inform decisions.

Produce detailed lists of ingredients / components / materials and tools.

Refine their product - review and rework / improve.

Identify the strengths and weaknesses of their design ideas.

Report using correct technical vocabulary.

Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user.

Understand how key people have influenced design in a variety of contexts.

Investigate key events and individuals in design and technology.

Understand and apply the principles of a healthy and varied diet.

Choose ingredients to support healthy eating choices when designing their food products.

Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.

Use the correct vocabulary appropriate to the project.

Join materials using appropriate methods.

Create 3=-D textile products using pattern pieces.

Understand pattern layout with textiles.

Cut strip wood, dowel, square section wood accurately to 1mm.

Build frameworks to support mechanisms.

Stiffen and reinforce complex structures.

Use mechanical systems such as cams, pulleys and gears.

Use electrical systems such as motors and switches.

function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype

ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat

Assessment Questions

	Program, monitor and control using IC1.				
	Sequence of Learning: Survival	Sequence of	Sequence of Learning: Heroes	Sequence of Learnin	ng: Sequence of Learning: Oh, I do
		Learning: Britten's	and Villains	Super Sleuth	like to be beside the seaside
		got talent			
1	N/A	N/A	To research Jamie Oliver and his	N/A	To research and evaluate existing
			contribution to school dinners.		products.



2	N/A	N/A	To explore recipes and recipes and create my own balanced meal.	N/A	To investigate mechanical systems.
3	N/A	N/A	To prepare and cook a healthy balanced meal.	N/A	To design a product that includes lights and one moving component.
4	N/A	N/A	To prepare and cook a healthy balanced meal.	N/A	To construct a supporting structure.
5	N/A	N/A	To prepare and cook a healthy balanced meal.	N/A	To combine and secure all components.
6	N/A	N/A	To evaluate the preparation and cooking of a balanced meal.	N/A	To evaluate a product against a design criterion.
Quiz Questions					