



## Drybrook School Curriculum Planning

KS1	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 1	<p>Why: To develop their understanding of mechanisms</p> <p>Moving pictures - traditional tales</p> <ul style="list-style-type: none"> <li>• Answer in detail a range of questions about an existing product to help explore and evaluate it.</li> <li>• Add detail and annotations to a design to show how different components move.</li> <li>• Make a picture which uses a slider, wheel and lever mechanism to make it move.</li> <li>• Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.</li> </ul>	<p>Why: To work with fabric</p> <p>Fabric Bunting</p> <ul style="list-style-type: none"> <li>• Suggest improvements to existing products.</li> <li>• Experiment with images and layout using a computer generated design.</li> <li>• Precisely cut around a fabric shape.</li> <li>• Use smaller stitches to create a tighter seam.</li> <li>• Carefully select fabrics to add decoration.</li> </ul>	<p>Why: To learn about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes</p> <p>Sensational Salads</p> <ul style="list-style-type: none"> <li>• Give specific names, like protein, to the different foods they eat and know how to maintain a healthy and varied diet. They will understand that they need more of some foods than others.</li> <li>• Use the basic principles of a healthy diet to prepare dishes and give some detail about why it is healthy.</li> <li>• Accurately follow a simple recipe.</li> <li>• Work mainly independently to accurately use measuring spoons, zesters and juicers.</li> <li>• Give specific names of vegetables that grow below the ground and fruits and vegetables that grow above the ground. They will also know the names of different types of fish and understand where they come from.</li> </ul>
Year 2	<p>Why: To learn about different fabrics</p> <p>Our fabric faces</p> <ul style="list-style-type: none"> <li>• Evaluate their own ideas and adapt their designs to make improvements.</li> <li>• Work independently to create their fabric faces using templates to mark out and using appropriate techniques to securely join fabric pieces they have selected.</li> </ul>	<p>Why: To develop their understanding of structures</p> <p>Pirate Paddy's Packed Lunch Problems</p> <ul style="list-style-type: none"> <li>• explore an existing product and describe its problems and positives;</li> <li>• draw a design and describe it;</li> <li>• build strong structures;</li> </ul>	<p>Why: To learn about good food hygiene rules and using kitchen equipment to prepare food safely.</p> <p>Dips and Dippers</p> <ul style="list-style-type: none"> <li>• Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet.</li> <li>• Design a new product that is appealing to themselves and others.</li> </ul>

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	<ul style="list-style-type: none"><li>• Add features to their fabric face to represent particular characteristics.</li><li>• Evaluate how effective their product is in relation to simple design criteria</li></ul>	<ul style="list-style-type: none"><li>• test their own product and suggest improvements.</li></ul>	<ul style="list-style-type: none"><li>• Explore and evaluate existing products.</li></ul>
Enrichment ideas			

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KS2	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 3	<p>Why: To develop their understanding of mechanical systems</p> <p>Mechanical Posters</p> <ul style="list-style-type: none"> <li>• Explore how mechanical systems work.</li> <li>• Draw a design which uses annotations to add some detail.</li> <li>• Develop design criteria to inform the design of innovative products aimed at a particular audience.</li> <li>• Make a prototype and well finished poster which aims to have two lever/linkage mechanisms.</li> <li>• Use design criteria to help guide the evaluation process.</li> </ul>	<p>Why: To learn about decoration techniques; getting the chance to use tie-dye and fabric paints</p> <p>Juggling Balls</p> <ul style="list-style-type: none"> <li>• Analyse and test a range of existing products.</li> <li>• Develop a design aimed at particular individuals or groups.</li> <li>• Explain why different fabric decoration techniques have been chosen.</li> <li>• With some independence, use a running stitch and an overcast stitch explaining why these methods are suitable for the task.</li> </ul>	<p>Why: To learn where and how a variety of ingredients are grown</p> <p>Edible Garden</p> <ul style="list-style-type: none"> <li>• Understand the correct proportions of a balanced meal.</li> <li>• Be able to plant and care for a variety of ingredients so they yield produce.</li> <li>• Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients.</li> </ul>
Year 4	<p>Why: To enhance their knowledge and understanding of electrical systems</p> <p>Battery Operated Lights</p> <ul style="list-style-type: none"> <li>• Explain how technology has helped shaped the world we live in.</li> <li>• Explore and make a series and parallel circuit and follow instructions to make a switch.</li> <li>• Draw a simple annotated design.</li> <li>• Write their own simple design criteria.</li> <li>• Make a product which contains a working circuit to light a bulb.</li> <li>• Use a series of given questions to evaluate their product.</li> </ul>	<p>Why: To develop their understanding of frame structures and how they can be strengthened and stiffened</p> <p>Let's Go Fly A Kite</p> <ul style="list-style-type: none"> <li>• Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.</li> <li>• Use research to create ideas and refine them to develop design criteria.</li> <li>• Build and join strong frame structures and stiffen materials.</li> <li>• Apply their understanding of where and how kites need stiffening.</li> </ul>	<p>Why: To work with food.</p> <p>The Great Bread Bake Off</p> <ul style="list-style-type: none"> <li>• Use their experiences of food ingredients and cooking methods to help generate ideas.</li> <li>• Explain why they have chosen certain foods and processes and link them to their design criteria.</li> <li>• Produce an order of work which includes an annotated diagram and chosen equipment appropriately.</li> <li>• Make and evaluate their bread product against objective design criteria.</li> </ul>

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Enrichment ideas	
<p>Year 5</p>	<div> <div> <p>Why: To use appropriate joining methods to make a scale adventure map.</p> <p>Programming Adventures</p> <ul style="list-style-type: none"> <li>• generate ideas for an adventure map and appropriate obstacles matching their overall theme;</li> <li>• evaluate adventure maps against design criteria independently;</li> <li>• explain the best joining methods based on their knowledge of the properties of materials.</li> </ul> </div> <div> <p>Why: To write their own design criteria</p> <p>Felt Phone Cases</p> <ul style="list-style-type: none"> <li>• Aim the design criteria at a target market.</li> <li>• Use at least two different types of stitches.</li> <li>• Create an accurate paper template.</li> <li>• Measure and mark a sewing and cutting line</li> </ul> </div> <div> <p>Why: To learn the importance of buying seasonal food</p> <p>Super Seasonal Cooking</p> <ul style="list-style-type: none"> <li>• Know when different fruits and vegetables are in season in the United Kingdom.</li> <li>• Explain where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Generate a range of ideas for balanced seasonal recipes.</li> <li>• Prepare ingredients hygienically and understand how to store and handle meat and fish correctly.</li> <li>• Use a wide range of preparation and cooking techniques.</li> </ul> </div> </div>
<p>Year 6</p>	<div> <div> <p>Why: To further develop their understanding of mechanical systems</p> <p>Automata Animals</p> <ul style="list-style-type: none"> <li>• Use research to develop design criteria.</li> <li>• Use their knowledge of the animal and movement made by the cam in the design of their automaton.</li> <li>• Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment.</li> <li>• Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device.</li> </ul> </div> <div> <p>Why: To develop their understanding of more complex free standing structures and how they can be strengthened and reinforced</p> <p>Marbulous Structures</p> <ul style="list-style-type: none"> <li>• Apply their understanding of free standing structures to help build them.</li> <li>• Use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots.</li> <li>• Select appropriate joining techniques.</li> </ul> </div> <div> <p>Why: To discover the exciting and diverse choice of food available around the world</p> <p>Global Food</p> <ul style="list-style-type: none"> <li>• Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</li> <li>• Explain nutritional similarities between different types of food eaten around the world and say why this is important.</li> <li>• Accurately follow a recipe.</li> <li>• Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</li> </ul> </div> </div>

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	<ul style="list-style-type: none"><li>• Use peer feedback and design criteria to help guide the evaluation process.</li></ul>	<ul style="list-style-type: none"><li>• Design and build a marble run which incorporates some varied bends.</li><li>• Consider the aesthetics when building a marble run.</li><li>• Consider the views of others to improve their work.</li></ul>	
Enrichment			