Year 5 and 6 Curriculum Plan – Design Technology



	Autumn	Spring	Summer
Year 5	*'A hug from home'* Textiles *2-D shape to 3-D product*	'Culture and Seasonality: Pumpkin Scones' Cooking and Nutrition Healthy and varied diet	*'Caravans'* Frame structures (including wheels and axles)
	Evaluating – Key events and individuals; T4R non-fiction text about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linking to the project, at least 2/3)		
Year 6	*'Christmas Enterprise'* Structures Building a stall structure with hinges for the Christmas Fair	*'Fairground Rides'* Mechanical and Electrical Systems, Structures Structures, axels, pulley motor, More complex switches and circuits	'Food Festival' Cooking and Nutrition Healthy and varied diet, experimenting with ingredients and competing for custom at the food festival
	Evaluating – Key events and individuals; T4R non-fiction text about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linking to the project, at least 2/3)		

Design Technology National Curriculum Expectations KS2	**Year 5**			**Year 6**		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design • To 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 • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						
Make • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • To 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						
Evaluate • To investigate and analyse a range of existing products • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • To understand how key events and individuals in design and technology have helped shape the world • Cooking and Nutrition, non-statutory, BPS practise						
Technical knowledge • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures • To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • To apply their understanding of computing to program, monitor and control their products. • Cooking and Nutrition, non-statutory, BPS practise						
Cooking and nutrition • To understand and apply the principles of a healthy and varied diet • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.						