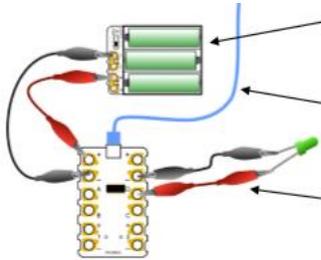


## DESIGN & TECHNOLOGY UNIT OVERVIEWS 2020-2021

<b>Developing, planning and communicating ideas</b>		<p>Can they come up with at least one ideas about how to create their product?                  Do they take account of the ideas of others when designing?                  Can they produce a plan and explain it to others?                  Can they suggest some improvements and say what was good and not so good about their original design?</p>			
<b>Working with tools, equipment, materials and components to make quality products</b>		<p>Can they tell if their finished product is going to be good quality?                  Are they conscience of the need to produce something that will be liked by others?                  Can they show a good level of expertise when using a range of tools and equipment?                  Do they work at their product even thought their original idea might not have worked?</p>			
<b>Evaluating processes and products</b>		<p>Have they thought of how they will check if their design is successful?                  Can they begin to explain how they can improve their original design?                  Can they evaluate their product, thinking of both appearance and the way it works?                  Do they take time to consider how they could have make their idea better?</p>			
<b>Autumn - Shell Structure and Computer Aided Design (CAD)</b>		<b>Spring - Simple Programming and control</b>		<b>Summer – Seasonality and Sustainability</b>	
<b>DT Skills</b>	<b>DT Content</b>	<b>DT Skills</b>	<b>DT Content</b>	<b>DT Skills</b>	<b>DT Content</b>
<p>Can they measure carefully so as to make sure they have not made mistakes?                  How have they attempted to make their product strong?                  Do they think what the user would want when choosing textiles?                  Have they thought about how to make their product strong?</p>	<p>Building on from their skills in Year 3 using computer aided design to create a desk tidy.</p>	<p>Can they add things to their circuits?                  How have they altered their product after checking it?                  Are they confident about trying out new and different ideas?                  Do they select the most appropriate tools and techniques to use for a given task?                  Can they make a product which uses both electrical</p>	<p>Create a night light using a simple circuit.</p> <p>Link to science unit on Electricity.</p> 	<p>Can they choose the right ingredients for a product?                  Can they use equipment safely?                  Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together?                  Can they set out to grow plans such as cress and herbs from seed with the</p>	<p>Children to practise their cooking techniques to create foods such as sandwiches and toasties.                  With a link to the Geography unit focus on global trade and how food is imported and exported.</p> <p>Children to develop the following cooking techniques:</p>

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Can they devise a template?		and mechanical components? Can they use a simple circuit? Can they use a number of components?		intention of using them for their food product? Do they understand the seasonality of food and where their food comes from?	<ul style="list-style-type: none"> <li>• Slicing (claw and bridge)</li> <li>• Grating</li> <li>• Spreading</li> </ul>
<u>Vocabulary</u>		<u>Vocabulary</u>		<u>Vocabulary</u>	
Shell structure Three-dimensional Shape Net Cube, cuboid, edge, face, length, width. Capacity Scoring Tabs Joining Assemble Accuracy Material Stiff Strong Joining Computer aided design Design		Circuit Fault Connection Battery Battery holder Switch Light emitting diode (LED) Bulb Wire Insulator Conductor Crocodile clip Input device Output device		Fruit Vegetables Ingredients Diet Balanced diet Healthy Taste Meal Snack Knife, peeler, squeezer, grater Soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, texture, hot, spicy, appearance, moist, fresh, savoury greasy. Flesh, skin, seed, pip, core, slicing, squeezing, grating, spreading Hygiene Seasonality Sustainability Trade Import Export Herbs Seeds	

## DESIGN & TECHNOLOGY UNIT OVERVIEWS 2020-2021

### Helpful Resources

<https://www.bbc.co.uk/teach/class-clips-video/design-challenge-making-packaging-soft-fruit-2d-3d-software/zr28gp3>

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-making-structures-stronger/z626hbk>

<https://www.bbc.co.uk/bitesize/subjects/z9r9wmn>

<https://www.youtube.com/watch?v=XHoY37aAQk4>

<https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-nightlight-for-toddler/zdh76v4>

<https://www.bbc.co.uk/bitesize/subjects/z9r9wmn>

<https://www.bbc.co.uk/bitesize/subjects/z9r9wmn>