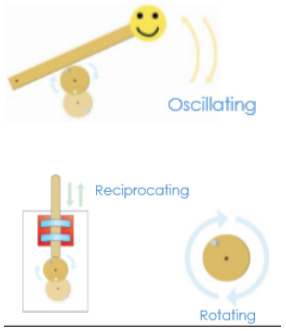
DESIGN & TECHNOLOGY UNIT OVERVIEWS 2020-2021

Developing, planning and communicating ideas	Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?
Working with tools, equipment, materials and components to make quality products	Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process?
Evaluating processes and products	Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?

Autumn - Investigating CAMS		**Spring - Celebrating Culture and Seasonality**		**Summer – Frame Structures**	
DT Skills	**DT Content**	**DT Skills**	**DT Content**	**DT Skills**	**DT Content**
Can they make a product which uses mechanical components? Can they refine their product after testing it? Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose?	Children to create a moving product of a Bee flying onto a flower. With the focus on movement and size. 	Can they describe what they do to be both hygienic and safe? How have they presented their product well? Can they explain how their product should be stored with reasons? Can they use a range of cooking techniques?	Children to practise their cooking techniques to create foods such as soup, savoury scones, pizza and bread. Children to develop the following cooking techniques: • Slicing (claw and bridge) • Grating • Mixing • Rubbing • Kneading	Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? Can they make a prototype first?	Children to create kites thinking of the correct materials to use for the purpose of the product.

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Vocabulary	Vocabulary	Vocabulary
Rotary motion Oscillating motion Reciprocating motion Rotation Cam Snail cam Off-centre cam Peg cam Pear shaped cam Follower Axle Shaft Crank Handle Framework Rotation Mechanical system Input movement Output movement Process	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, mixing, rubbing, kneading. Hygiene Seasonality Sustainability Trade Import Export Herbs Seeds	Shell structure Net Shape Frame structure Stiffen Strengthen Reinforce Triangulation Stability Join Temporary Permanent Specification Prototype Purpose Functional
Helpful Resources		
https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-moving-shop-window-display/z7ytscw https://www.bbc.co.uk/bitesize/subjects/zyr9wmn	https://www.bbc.co.uk/bitesize/subjects/zyr9wmn	https://www.bbc.co.uk/teach/class-clips-video/design-challenge-design-portable-bird-hide/zf8g92p https://www.bbc.co.uk/bitesize/subjects/zyr9wmn