Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	Autumn Term	Spring Term	Summer Term
THRIVE VALUES	**Team –** We share equipment and value each other's design work. We work collaboratively and share our ideas. **Healthy –** We learn all about healthy food choices in our cooking and nutrition lessons. We select ingredients carefully to promote healthy eating.	**Responsibility –** We choose our own tools and resources. We are responsible for setting up and cleaning away. **Innovative** – When designing a project we are being innovative by using our own ideas.	**Valued –** We value our own work and the work of others. Our ideas are listened to and appreciated. **Empathetic –** We explore and react to each other's design work. We are listened to we discuss our own work. We support others if their designs do not go to plan.
Nursery	Unit outcome Knowledge / Skills / Vocabulary • To know there are a range of materials that can be used to make models. • To use a range of resources in the different EYFS areas (Writing, Creative, Maths, UW, PD – Physical development, Outdoors) • To build awareness of how to attach resources together using various resources. (split pins, sellotape, masking tape, treasury tags. • To be shown how to make models. Vocabulary • Models • Attach • Cut • Stick • Fold • Junk model • Chop • Joining • Poppies • Christmas nativity • Boxes	Unit Outcome Knowledge / Skills / Vocabulary • To know there are a range of materials that can be used to make models. • To use a range of resources in the different EYFS areas (Writing, Creative, Maths, UW, PD, Outdoors) • To build awareness of how to attach resources together using various resources. (split pins, sellotape, masking tape, treasury tags. • To be shown how to make models. • To make a model and write a label for what it is. Vocabulary • Models • Attach • Cut • Stick • Fold • Junk model • Chop • Joining • Writing labels	Unit Outcome Knowledge / Skills / Vocabulary • To know there are a range of materials that can be used to make models. • To use a range of resources in the different EYFS areas (Writing, Creative, Maths, UW, PD, Outdoors) • To build awareness of how to attach resources together using various resources. (split pins, sellotape, masking tape, treasury tags. • To be shown how to make models. • To make a model and write about it. • To develop my skills using food. Make fruit skewers by chopping and Vocabulary • Models • Attach • Cut • Stick • Fold • Junk model • Chop • Skewer • Fruit • Joining • Writing labels

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Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

					attaching fruit to the skewers.	
Reception	**Unit Outcome: Structures** **Junk Modelling** Explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.			**Unit Outcome: Textiles** **Bookmarks** Develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.			**Unit outcome: Cooking and Nutrition** **Soup** Explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	• To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. • Making verbal plans and material choices. • Developing a junk model. • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.		● Join ● Stick ● Cut ● Bend ● Slot ● Scissors ● Measure ● Materials ● Fix	• To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object. • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. • Reflecting on a finished product and comparing to their design.		●Thread ● Weave ● Pattern ● Sew ● Sewing ● Needle ● Embroider ● Design ● Evaluate	• To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods. • Designing a soup recipe as a class. • Designing soup packaging. • Chopping plasticine safely. • Chopping vegetables with support. te • Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why.		●Fruit ● Vegetables ● Safety ● Knife ● Blade ● Tool ● Edge ● Handle ● Chop ● Slice ● Cut ● Saucepan ● Blender ● Chopping board ● Hob ● Boil ● Blend ● Mix ● Packaging ● Recyclable ● Metal ● Plastic ● Reusable

Saved in Teacher / Curriculum / Subject Leader Info

Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	Unit outcome: Cooking and Nutrition **Smoothies** Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.			**Unit Outcome: Mechanisms/ mechanical structures** **Making a Moving Story Book** Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.			**Unit Outcome: Textiles** **Puppets** Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year One	• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's. Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie. Designing smoothie carton packaging by-hand.		● Blender ● Fruit ● Healthy ● Ingredients ● Recipe ● Smoothie ● Vegetable ● Seed ● Root ● Leaf ● Stem ● Flavour ● Design ● Cut ● Juice ● Table knife ● Juicer ● Plant ● Bush ● Tree ● Vine ● Chopping board ● Fork ● Taste ● Select ● Blend ● Evaluate ● Compare	•To know that a mechanism is the parts of an object that move together. •To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. • To know that in Design and technology we call a plan a 'design'. • Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience. • Following a design to create moving models that use levers and sliders. • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience		● Assemble ● Design ● Evaluation ● Mechanism ● Model ● Sliders ● Stencil ● Target audience ● Template ● Test	To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. • Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. • Reflecting on a finished product, explaining likes and dislikes.		● Decorate ● Design ● Fabric ● Glue ● Model ● Hand puppet ● Safety pin ● Staple ● Stencil ● Template

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Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	Unit Outcome: Cooking and Nutrition **Balanced Diet** Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.			**Unit Outcome: Structures** **Baby Bear's Chair** Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes			**Unit Outcome: Mechanisms** **Fairground wheel** Design and create a functional fairground wheel, consider how the different components fit together so that the wheel rotates and the structure stands freely. Select appropriate material properties and develop their cutting and joining skills. Research existing structures and survey to further inform the design.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Two	• To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe. Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. •Evaluating food by giving a score. • Chopping foods safely to make a wrap. • Constructing a wrap that meets a design brief. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting.		● Appearance ● Balanced ●Carbohydrates ● Combination ● Dairy ● Design ● Design brief ● Diet ● Feel ● Grate ● Grater ● Menu ● Oils ● Prepare ● Proteins ● Review ● Scissors ● Smell ● Snip ● Spread ● Spreads	• To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily. • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure, • Making a structure according to design criteria. • Creating joints and structures from		● Design criteria ● Man-made ●Natural ●Properties ● Structure ● Stable ● Shape ● Model	● To know everyday objects have mechanisms. ● To know many things that move have parts inside to help them work. ● To know mechanisms usually limit unwanted movement. ● To know everyday objects utilise wheels and axles. ● To know wheels must be able to turn to work effectively. ● To know axles allow wheels to turn without falling off. ● Discussing a range of existing products and saying what they like and dislike about them. ● Evaluating existing products against design criteria. ● Evaluating their ideas and creations against simple design criteria. ● Knowing that design criteria help to decide if their product is a success. ● Suggesting improvements to their peers' designs and products. ● Knowing that improve means to make something better. ● Knowing that their suggestions can improve someone else's work.		●Design brief ● Design criteria ● Evaluate ● Frame ● Model ● Opinion ● Rotate ● Survey

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Sequence of teaching overview in DT 2024 2025

	• Designing three wrap ideas based on a food combination which work well together.		paper/card and tape. • Building a strong and stiff structure by folding paper. • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.		● Choosing materials, ingredients or components from a wider range of materials, ingredients or components. ● Explaining their choices based on the properties of materials and components. ● Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc. ● Following and recalling simple safety instructions. ● Knowing that some tools are sharp like scissors and knives. ● Choosing known geometric shapes when making. ● Beginning to shape objects to improve how they work. ● Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere. ● Considering balance in their finishing, like evenly spaced decoration. ● Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria. ● Knowing that a design brief helps to decide what to make. ● Knowing that design criteria are the steps for making a product successful. ● Creating ideas with design criteria in mind. ● Referring to specific parts of existing products when generating ideas. ● Knowing that the design criteria help when thinking of ideas. ● Using labels to explain	

Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

					parts of a design, label materials, etc. ● Using labels to explain parts of a design, label materials, etc. ● Knowing that drawings can help explain how something works. ● Knowing that a label explains part of a drawing.		
Year Three	**Unit Outcome: Cooking and Nutrition** **Eating Seasonally** Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June.			**Unit Outcome: Textiles** **Cushions** Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own cushions.			**Unit Outcome: Mechanical Systems** **Pneumatic toys** Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste. • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables		● Arid ● Climate ●Complementary ● Country ● Export ● Import ● Mediterranean ● Mock-up ● Mountain ● Peel ● Polar ● Seasonal ● Seasons ● Snip ● Temperate ● Texture ● Tropical ● Weather	To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. •To know that when two edges of fabric have been joined together it is called a seam. •To know that it is important to leave space on the fabric for the seam. •To understand that some products are turned inside out after sewing so the stitching is hidden. • Designing and making a template from an existing cushion and applying individual design criteria. • Following design criteria to create a cushion. • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric.		● Accurate ● Applique ● Cross-stitch ● Cushion ● Decorate ● Detail ● Fabric ● Patch ● Running-stitch ● Seam ● Stencil ● Stuffing ● Target audience ● Target customer ● Template	• To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional		● Exploded-diagram ● Function ● Input ● Lever ● Linkage ●Mechanism ● Motion ● Net ● Output ● Pivot ● Pneumatic system ● Thumbnail sketch

Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

<table>
<tr><td></td><td colspan="2">and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
• Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife.
• Designing a recipe for a savoury tart.</td><td></td><td colspan="2">• Decorating fabric using appliqué. • Completing design ideas with stuffing and sewing the edges.
• Evaluating an end product and thinking of other ways in which to create similar items</td><td></td><td colspan="2">and appealing pneumatic toy.
• Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving.
• Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</td><td></td></tr>
<tr><td rowspan="3">Year Four</td><td colspan="3">Unit Outcome: Cooking and Nutrition
Adapting a menu
Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation comes within a given budget of overheads and ingredients.</td><td colspan="3">Unit Outcome: Electrical Systems
Torches
Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.</td><td colspan="3">Unit Outcome: Structures
Pavilions
Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</td></tr>
<tr><td>Knowledge</td><td>Skills</td><td>Vocabulary</td><td>Knowledge</td><td>Skills</td><td>Vocabulary</td><td>Knowledge</td><td>Skills</td><td>Vocabulary</td></tr>
<tr><td colspan="2">To know that the amount of an ingredient in a recipe is known as the ‘quantity.’ • To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. •To understand the importance of budgeting while planning ingredients for biscuits. • To know that products often have a target audience.
• Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range</td><td>● Adapt
● Addition
● Budget
● Buttery
● Combine
● Comment
● Construct
● Cream
● Crunchy
● Cuboid
● Fold
● Hygiene
● Layout
● Market research
● Modify
● Multiplication ● Opinion
● Pounds</td><td colspan="2">• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through.
• To know that a battery contains stored electricity that can be used to power products.
• To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.
• Designing a torch, giving consideration to the target audience and creating both design and success criteria</td><td>● Battery
● Bulb
● Buzzer
● Cell
●Component
● Conductor
● Copper
● Design criteria
● Electrical item
● Electricity
● Electronic item
● Function
● Insulator
● Series circuit
● Switch
● Test
● Torch
● Wire</td><td colspan="2">• To know that a pavilion is a decorative building or structure for leisure activities.
• To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product’s function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.
• Designing a stable pavilion structure that is aesthetically pleasing and selecting</td><td>● Aesthetic
● Cladding
● Design criteria
● Evaluation
● Frame structure
● Function
● Inspiration
● Pavilion
● Reinforce
● Stable
● Structure
● Target audience
● Target customer
● Texture
● Theme</td></tr>
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Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	of food products. • Suggesting modifications to a recipe • Following a baking recipe, including the preparation of ingredients. • Cooking safely, following basic hygiene rules. • Adapting a recipe to meet the requirements of a target audience. • Using a cuboid net to create packaging. • Designing a biscuit within a given budget, drawing upon previous taste testing judgements. • Designing packaging for a biscuit that targets a specific group.		focusing on features of individual design ideas. • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria. • Evaluating electrical products. • Testing and evaluating the success of a final product.		materials to create a desired effect. • Building frame structures designed to support weight. • Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials. • Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.	
Year Five	**Unit Outcome: Cooking and Nutrition** **Developing a Recipe** Research and modify a traditional bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from.			**Unit Outcome: Textiles** **Stuffed Toys** Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.			**Unit Outcome: Mechanical Systems** **Pop Up Books** Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is.		● Abattoir ● Adaptation ● Balanced ● Beef ● Brand ● Cook ● Cross-contamination ● Develop	To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching		● Accurate ● Annotate ● Appendage ● Blanket-stitch ● Design criteria ● Detail ● Evaluation ● Fabric ● Sew	• To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms.		● Aesthetic ● Computer-aided design (CAD) ● Caption ● Design ● Design brief ● Design criteria ● Exploded-diagram ● Function

Saved in Teacher / Curriculum / Subject Leader Info

Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	• To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes. • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe. • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices.	● Enhance ● Equipment ● Farm ● Label ● Measure ● Nutrient ● Nutrition ● Nutritional value ● Preference ● Press ● Process ● Safety ● Theme	them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. • Designing a stuffed toy, considering the main component shapes required and creating an appropriate template. • Considering the proportions of individual components. • Creating a 3D stuffed toy from a 2D design. • Measuring, marking and cutting fabric accurately and independently . • Creating strong and secure blanket stitches when joining fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Sewing blanket stitch to join fabric. • Applying blanket stitch so the spaces between the stitches are even and regular. • Testing and evaluating an end product and giving point for further improvements.	● Shape ● Stuffed toy ● Stuffing ● template	• Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Following a design brief to make a pop-up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.	● Input ● Linkage ●Mechanism ● Motion ● Output ● Pivot ● Prototype ● Slider ● Structure ● Template
Year Six	**Unit Outcome: Cooking and Nutrition Come Dine with me**		**Unit Outcome: Structures Playgrounds**		**Unit Outcome: Electrical Systems Steady Hand Game**	

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Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe.			Design and create a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plan view and get creative including natural features			Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle makes contact with the wire.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	• To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork). • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination. • Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. •		● Balance ● Bitter ● Bridge method ● Complement ● Cookbook ● Farm to fork ● Method ● Nationality ● Reared ● Research ● Pairing ● Preparation ● Salty ● Sour ● Storyboard ● Sweet ● Umami	• To know that structures can be strengthened by manipulating materials and shapes. • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure. • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.		● Apparatus ● Design criteria ● Equipment ● Playground ● Landscape ●Features ● Cladding	• To know that batteries contain acid, which can be dangerous if they leak. • To know the names of the components in a basic series circuit, including a buzzer. • Designing a steady hand game - identifying and naming the components required. • Drawing a design from three different perspectives. • Generating ideas through sketching and discussion. • Modelling ideas through prototypes. • Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. • Constructing a stable base for a game. • Accurately cutting, folding and assembling a net. • Decorating the base of the game to a high quality finish. • Making and testing a circuit. • Incorporating a circuit into a base. • Testing own and others finished games, identifying what went well and making suggestions for improvement.		● Assemble ● Battery ● Battery pack ● Benefit ● Bulb ● Bulb holder ● Buzzer ● Circuit ● Circuit symbol ●Component ● Conductor ● Copper ● Design ● Design criteria ● Evaluation ● Fine motor skills ● Fit for purpose ● Form ● Function ● Gross motor skills ● Insulator ● LED ● User

Saved in Teacher / Curriculum / Subject Leader Info

Redbourn Primary School

Sequence of teaching overview in DT 2024 2025

	Working safely and hygienically with independence. • Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.				• Gathering images and information about existing children's toys. • Analysing a selection of existing children's toys.	