Subject: DT			Year: 3				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic	Mechanics	Mechanics	Construction	Construction	Computing	Food	
Learning Objective s	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such	Choose suitable techniques to construct produc ts or to repair items. • Strengthen	Choose suitable techniques to construct produc ts or to repair items. • Strengthen	Control and monitor models using software designe d for this purpose.	Prepare ingredients hygienically using appropriat e utensils. • Measure	
	as levers, winding mechani sms, pulleys and gears).	as levers, winding mechani sms, pulleys and gears).	materials using suitable techniques.	materials using suitable techniques.	 Design with purpose by identifying oppor 	ingredients to the nearest gram accurately. • Follow a	
	• Design with purpose by identifying oppor tunities to design.	• Design with purpose by identifying oppor tunities to design.	 Design with purpose by identifying oppor tunities to design. Make products 	 Design with purpose by identifying oppor tunities to design. Make products 	tunities to design. • Make products by working efficiently (such as by	 Assemble or cook ingredients (controlling the temperature of the oven or 	
	 Make products by working efficiently (such as by carefully selecting materials). 	 Make products by working efficiently (such as by carefully selecting materials). 	by working efficiently (such as by carefully selecting materials).	by working efficiently (such as by carefully selecting materials).	carefully selecting materials). • Refine work and techniques as work progresses,	hob, if cooking). • Design with purpose by identifying oppor tunities to design.	
	 Refine work and techniques as 	 Refine work and techniques as 	and techniques as work progresses,	and techniques as work progresses,	continually	 Make products by working 	

work progresses,	work progresses,	continually	continually	evaluating the	efficiently
continually	continually	evaluating the	evaluating the	product design.	(such as by
evaluating the	evaluating the	product design.	product design.		carefully
product design.	product design.			 Use software 	selecting
		 Use software 	 Use software 	to design and	materials).
 Use software 	 Use software 	to design and	to design and	represent	
to design and	to design and	represent	represent	product designs.	 Refine work
represent	represent	product designs.	product designs.		and techniques
product designs.	product designs.				as
				 Identify some 	work progresses,
		 Identify some 	 Identify some 	of the great	continually
 Identify some 	 Identify some 	of the great	of the great	designers in	evaluating the
of the great	of the great	designers in	designers in	all of the areas	product design.
designers in	designers in	all of the areas	all of the areas	of study	
all of the areas	all of the areas	of study	of study	(including	 Use software
of study	of study	(including	(including	pioneers	to design and
(including	(including	pioneers	pioneers	in horticultural	represent
pioneers	pioneers	in horticultural	in horticultural	techniques) to	product designs.
in horticultural	in horticultural	techniques) to	techniques) to	generate ideas	
techniques) to	techniques) to	generate ideas	generate ideas	for designs.	
generate ideas	generate ideas	for designs.	for designs.	_	 Identify some
for designs.	for designs.	_	_	• Improve upon	of the great
_	_	 Improve upon 	• Improve upon	existing designs,	designers in
• Improve upon	• Improve upon	existing designs,	existing designs,	giving	all of the areas
existing designs,	existing designs,	giving	giving	reasons for	of study
giving	giving	reasons for	reasons for	choices.	(including
reasons for	reasons for	choices.	choices.	D: 11	pioneers
choices.	choices.	D:	D:	Disassemble	in horticultural
- Dianagambla	- Dianagamahla	Disassemble	Disassemble	products to	techniques) to
Disassemble	Disassemble	products to	products to	understand	generate ideas
products to	products to	understand	understand	how they work.	for designs.
understand	understand	how they work.	how they work.		- Imanualia iinas
how they work.	how they work.				Improve upon avicting designs
					existing designs,

						giving reasons for choices. • Disassemble products to understand how they work.
Writing Across the Curriculu m Opportun ities:	Instructions	Instructions	Stories	Stories, instructions	Persuasive texts	Instructions
Cross Curricular Links to:	Science	Science	History		ICT	

Subject: DT			Year: 4				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic							
Learning Objectives		Textiles ·Understand the need for a seam allowance. ·Join textiles with appropriate stitching. ·Select the most appropriate techniques to decorate textiles.		Materials • Cut materials accurately and safely by selecting appropriate tools. • Select appropriate joining techniques. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of a material.	Electricals and Electronics (with science Electricity) • Create series and parallel circuits		
Writing Across the Curriculum Opportunities:		Newspaper article,		Instruction text,	Labelled diagram		
Cross Curricular Links to:		Science, ICT, Art		Science, Art,	Science, Art, Maths – measures,		

Subject: DT			Year: 5				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic	Materials			Mechanics	Construction		
Learning Objectives	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of a fabric may require sharper scissors than would be used to cut paper).			Convert rotary motion to linear using cams. Use innovative combination of electronics (or computing) and mechanics in product designs. Technical Lego ??	Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).		
Writing Across the Curriculum Opportunities:	Instructions			Recounts			
Cross Curricular Links to:	Maths Harry Potter topic			Lego topic ICT	Measuring –Maths Geography – North and South America History – Mayans		

Subject: DT			Year: 6				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic	Food	Textiles	Electricals and E Science)	Electronics (with		Computing (with ICT Game Developers)	
Learning Objectives	Demonstrate a range of baking and cooking techniques. Create and refine recipes Understand importance of food storage Measure accurately Ensure product has high quality finish Evaluate product design	Create objects with a seam allowance Join textiles with a range of stitching techniques Use qualities of materials to create suitable visual and tactile Ensure product has high quality finish Evaluate product design				Write code to control and monitor models or products	
Writing Across the Curriculum Opportunities:	Written evaluations – report writing Literacy Instructions	Written evaluations – report writing Literacy Instructions	Science investig instructions and	ation – planning, l evaluations		Instructions	
Cross Curricular Links to:	Literacy	Literacy	Science, Literacy	7		ICT	