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

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

						giving reasons for choices. • Disassemble products to understand how they work.
Writing Across the Curriculum Opportunities:	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 Electronics (with Science)			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	Create circuits using a number of components such as LED, resistors, transistors and chips			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 investigation – planning, instructions and evaluations			Instructions
Cross Curricular Links to:	Literacy	Literacy	Science, Literacy			ICT