

DT Curriculum at All Saints' CE Junior School

	Autumn	Spring	Summer
Year 3	Two units taught in the summer term	<p><u>Packaging</u></p> <ul style="list-style-type: none"> To investigate a range of packaging. Discuss the purposes of packaging. To be able to construct nets for 3-D shaped packages. To explore the use of graphics on packaging. To be able to design a packaging box for a particular purpose. To be able to make a packaging box by following a design. To be able to evaluate a finished product. 	<p><u>Moving Monsters (Simple mechanisms)</u></p> <ul style="list-style-type: none"> To investigate a variety of familiar objects that use air to make them work. To investigate techniques for making simple pneumatic systems. To be able to gather ideas for creating moving monsters. To be able to design a monster including a moving pneumatic system. To be able to make a monster with a moving pneumatic part. To be able to evaluate a finished product. <p><u>Sandwiches (food and nutrition)</u></p> <ul style="list-style-type: none"> To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet. To taste a variety of different breads and sandwiches and examine flavours and textures. To design and plan a sandwich for a particular purpose. To be able to create a healthy sandwich. To be able to evaluate a finished product.

<p>Year 4</p>	<p><u>Story Books (mechanisms including levers)</u></p> <ul style="list-style-type: none"> • Investigate and evaluate existing products with lever and linkage systems. • To experiment with a range of techniques to create moving mechanisms. • Explore and experiment with a range of different fonts and graphic techniques. • To be able to plan and design a storybook. • To be able to make a storybook with moving mechanisms using a design. • To be able to evaluate a finished product. 	<p><u>Seasonal Foods (food and nutrition)</u></p> <ul style="list-style-type: none"> • To cook using British ingredients available all year round. • To know how seasonal fruits in Britain are grown and processed. • To understand why vegetables form an important part of a healthy and varied diet. • To find out about how seasonally produced meat can form part of a healthy diet. • To know how fish are caught or reared, processed and used in healthy meals. • To show what you have learned about eating seasonal food as part of a healthy, varied diet. 	<p><u>Pencil cases (sewing skills)</u></p> <ul style="list-style-type: none"> • To investigate a range of pencil cases. • To practise and compare sewing stitches. • To investigate ways of opening and closing pencil cases. • To be able to sew embellishments to a piece of fabric. • To be able to design a pencil case. • To be able to make and evaluate a pencil case based on a design.
<p>Year 5</p>	<p><u>Bridges</u></p> <ul style="list-style-type: none"> • To explore ways in which pillars and beams are used to span gaps. • To explore ways in which trusses can be used to strengthen bridges. • To explore ways in which arches are used to strengthen bridges. • To understand how suspension bridges are able to span long distances. • To develop criteria and design a prototype bridge for a purpose. • To analyse and evaluate products according to design criteria. 	<p><u>Bread (Food and nutrition)</u></p> <ul style="list-style-type: none"> • To investigate and evaluate bread products according to their characteristics. • To learn how bread products are an important part of a balanced diet and can be eaten in different ways. • To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. • To be able to design a new bread product for a particular person or event. • To be able to make bread based on a plan and design. • To be able to evaluate a finished product. 	<p><u>Inventors and inventions</u></p> <ul style="list-style-type: none"> • To investigate what is needed to be able to invent something. • To investigate the impact of technology and related inventions on the world today. • To be able to evaluate simple inventions and their effectiveness using the CAFEQUE system • Be able to respond to identified needs, wants and opportunities with informed designs and products. • To be able to evaluate your inventions using the CAFEQUE system.

<p>Year 6</p>	<p><u>Funky furnishings</u></p> <ul style="list-style-type: none"> • To investigate and analyse different types of cushions • To explore different ways to join fabric using sewing skills • To explore different ways to decorate fabric using sewing skills • To explore different ways to create fastenings • To design a cushion cover • To make and evaluate a cushion cover 	<p><u>Gas Masks</u> <u>(Mini project during SATS prep)</u></p> <ul style="list-style-type: none"> • Investigate gas masks, their purpose, previous designs and previous faults. • Design a gas mask that fits a specific given brief considering the needs of the consumer. • Create a prototype of your design • Evaluate your design against the original brief given. 	<p><u>Burgers</u> <u>(food and nutrition)</u></p> <ul style="list-style-type: none"> • To explore different types of burgers and their nutrition facts. • To explore how to make burger patties. • To explore sauces and side dishes for burgers. • To explore burger buns and their suitability. • To be able to plan and design a burger to make. • To be able to make a burger and evaluate the process.
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