

## Design & Technology Overview

## Whole school units of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Fine motor activities</b>  <b>Small world</b>  <b>Collage, cutting, sticking</b>	<b>Drawing around bodies</b>  <b>Making Christmas decorations</b> <b>Making Divas for Diwali</b>	<b>Building dens</b>	<b>Junk modelling</b>  <b>Healthy food</b>	<b>Junk modelling</b>  <b>Letter formation and Simple drawing</b>	<b>Letter formation and Simple drawing</b>
<b>Reception</b>	<b>Introduce to painting, collage and junk modelling.</b> <b>Bark &amp; leaf rubbing.</b> <b>Sewing focus</b>	<b>Practise to painting, collage and junk modelling (joining materials).</b> <b>Salt dough diva lamp focus</b>	<b>Offer range of fine motor activities for all, targeted intervention for some.</b> <b>Building focus (collaborative) - large loose parts e.g. pirate ship, spaceship etc.</b>	<b>Continue to offer range of fine motor activities for all, targeted intervention for some.</b> <b>Building focus - small world e.g. dinosaurs or arctic scene etc.</b>	<b>Free choice in creative areas - range of resources to practise learnt skills available.</b> <b>Show and share focus - model vocabulary.</b>	<b>Free choice in creative areas - range of resources to practise learnt skills available.</b> <b>Show and share focus - children to do so independently.</b> <b>Healthy eating</b>
<b>Year 1</b>	<b>Cooking &amp; Nutrition: Fruit and Vegetables</b>	Art (see Art Overview)	<b>Structures: windmill</b>	Art (see Art Overview)	<b>Textiles: puppets</b>	Art (see Art Overview)
<b>Year 2</b>	<b>Mechanisms and Sliders: moving monster</b>	Art (see Art Overview)	<b>Cooking &amp; Nutrition: balanced diet-wraps</b>	Art (see Art Overview)	<b>Structures: Baby bear's chair</b>	Art (see Art Overview)
<b>Year 3</b>	<b>Textiles: cushions-cross stitch and applique</b>	Art (see Art Overview)	<b>Structures: constructing a castle</b>	Art (see Art Overview)	<b>Cooking &amp; Nutrition: eating seasonally</b>	Art (see Art Overview)

<b>Year 4</b>	<b>Cooking &amp; Nutrition: adapting a recipe</b>	Art (see Art Overview)	<b>Electrical systems: simple circuits and switches- Torches</b>	Art (see Art Overview)	<b>Mechanical Systems: Leavers- slingshot car</b>	Art (see Art Overview)
<b>Year 5</b>	<b>Textiles: stuffed toy</b>	Art (see Art Overview)	<b>Structures: bridges</b>	Art (see Art Overview)	<b>Mechanical Systems: Pulleys, Gears and Cams- pop-up book</b>	Art (see Art Overview)
<b>Year 6</b>	<b>Cooking &amp; Nutrition: come dine with me</b>	Art (see Art Overview)	<b>Electrical systems: more complex circuits and switches steady hand game</b>	Art (see Art Overview)	<b>Textile: waistcoats</b>	Art (see Art Overview)

## Progression of Design Technology Skills from Early Years to Upper KS2

	EYFS	KS1	Lower KS2	Upper KS2
<b>Design</b>	<ul style="list-style-type: none"> <li>Plan &amp; think ahead about how they will explore or play with objects.</li> <li>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</li> <li>Make independent choices.</li> <li>Feel confident about coming up with their own ideas e.g. let's see what happens if we use glue to join these materials together.</li> <li>choose the resources they need for their chosen activities &amp; say when they do or don't need help</li> <li>Solve real problems</li> <li>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Have their own ideas and plan what to do next</li> <li>Explain what they want to do and describe how they may do it.</li> <li>Explain what their product is for and how it will work and how it will be suitable for the user.</li> <li>Describe design using pictures, words, models, diagrams and begin to use ICT.</li> <li>Design a product for themselves following design criteria.</li> <li>Research similar existing products.</li> <li>Choose the best tools and materials, and explain choices.</li> <li>Use knowledge of existing products to produce ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to research others' needs and for design ideas.</li> <li>Show design meets a range of requirements and is fit for purpose.</li> <li>Describe purpose of product.</li> <li>Follow some given design criteria and begin to create own design criteria.</li> <li>Have at least one idea about how to create product and suggest improvements for design.</li> <li>Create a plan which shows order, equipment and tools and explain it to others.</li> <li>Describe design using an accurately labelled sketch and words, include an annotated sketch.</li> <li>Say how realistic a plan is</li> <li>Make and explain design decisions considering availability of resources, explain how product will work. Make a prototype. Begin to use computers to show design.</li> <li>Begin to use computers to show design.</li> </ul>	<ul style="list-style-type: none"> <li>Use internet, questionnaires and market research to inform design ideas.</li> <li>Take a user's view into account when designing. Use research of user's individual needs, wants, requirements for design.</li> <li>Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose and identify features of design that will appeal to the intended user.</li> <li>Create own design criteria and specification.</li> <li>Have a range of ideas and innovative design ideas.</li> <li>Produce and refine a logical, realistic plan and explain it to others. Use cross-sectional planning and annotated sketches. Make design decisions considering time and resources. Clearly explain how parts of product will work.</li> <li>Model and refine design ideas by making prototypes and using pattern pieces.</li> <li>Use computer-aided designs</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>Bring their own interests and fascinations</li> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult.</li> <li>Concentrate on achieving something that's important to them.</li> <li>Sort materials.</li> <li>know about similarities &amp; differences in relation to places, objects, materials and living things</li> <li>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what they're making and why. Explain why it fits the purpose.</li> <li>Explain what I am making and make suggestions of what they need to do next.</li> <li>Select tools/equipment to cut, shape, join, finish and explain choices. Describe which tools I'm using and why.</li> <li>Measure, mark out, cut</li> </ul>	<ul style="list-style-type: none"> <li>Select suitable tools/equipment, explain choices in relation to required techniques; begin to use them accurately.</li> <li>Select appropriate materials, fit for purpose. Explain choices.</li> <li>Work through a plan in order.</li> <li>Consider how a good product will be made and if product is going to be good quality.</li> <li>Begin to measure, mark out, cut and shape materials/components with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Use selected tools/equipment with good level of precision/precisely.</li> <li>Produce suitable lists of tools, equipment/materials needed considering constraints.</li> <li>Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics.</li> <li>Create and follow detailed step-by-step plan.</li> <li>Explain how product will</li> </ul>

		<ul style="list-style-type: none"> <li>and shape, with support.</li> <li>Choose suitable materials and explain choices. Try to use finishing techniques to make product look good depending on characteristics.</li> <li>Work in a safe and hygienic manner.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to assemble, join and combine materials and components with some accuracy.</li> <li>Begin to apply a range of finishing techniques with some accuracy.</li> </ul>	<p>appeal to an audience. Make changes to improve quality.</p> <ul style="list-style-type: none"> <li>Mainly accurately measure, mark out, cut and shape materials/components.</li> <li>Mainly accurately assemble, join and combine materials/components.</li> <li>Mainly accurately apply a range of finishing techniques.</li> <li>Use techniques that involve a small number of steps.</li> <li>Begin to be resourceful with practical problems.</li> </ul>
<p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about my work, linking it to what I was asked to do. Describe what went well, thinking about design criteria.</li> <li>Talk about existing products considering: use, materials, how they work, audience, where they might be used what is and isn't good, express personal opinion.</li> <li>Evaluate how good existing products are.</li> <li>Talk about things that other people have made.</li> <li>Begin to talk about what could make product better and what I would do differently if I were to do it again and why.</li> </ul>	<ul style="list-style-type: none"> <li>Look at design criteria while designing and making.</li> <li>Use design criteria to evaluate finished product.</li> <li>Say what I would change to make design better and explain how to improve.</li> <li>Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose.</li> <li>Discuss by who, when and where products were designed.</li> <li>Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products</li> <li>Research whether products can be recycled or reused.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate quality of design while designing and making; is it fit for purpose? Keep checking design is as best it can be.</li> <li>Evaluate ideas and finished product against specification, considering purpose and appearance.</li> <li>Test and evaluate final product, stating with if it's fit for purpose. Explain what would improve it and the effect different resources may have had</li> <li>Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose.</li> <li>Evaluate how much products cost to make and how innovative they are.</li> <li>Research how sustainable materials are. Consider the impact of products beyond their intended purpose.</li> <li>Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products.</li> </ul>

## Design & Technology Early Years

Area of learning	Nursery	Reception
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>	
<b>Personal, Social and emotional development</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>

## Design & Technology Year 1 Subject objectives – knowledge, understanding and opportunity to apply

Year 1	Autumn 1	Spring 1	Summer 1
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>-understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to measure and join materials, with some support.</li> <li>-Describe differences in materials and suggest ways to make material/product stronger.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to measure, cut and join textiles to make a product, with some support.</li> <li>-Choose suitable textiles.</li> </ul>
<b>Key Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-To explore healthy and unhealthy food.</li> <li>-To try a variety of healthy food.</li> <li>-To talk about where fruit comes from.</li> <li>-To choose from a selection of pre-cut fruit, thinking about taste.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore examples of the final structure via historical/ geographical resources</li> <li>-To use drawing to share ideas for final construction</li> <li>-To build, in teams, stable 3D structures from cardboard</li> <li>-To evaluate their final product</li> </ul>	<ul style="list-style-type: none"> <li>-To use drawing and verbal communication to share their ideas for a product</li> <li>-To make choice based on personal taste and to communicate this with an adult/ peer</li> <li>-To use simple cutting and joining tools to create their final product</li> </ul>
<b>Scheme/Resources</b>			
<b>Possible trips/enrichment experiences</b>	Complete the "1 Week Rainbow Challenge"- <a href="https://www.nutracheck.com/Blog/article?title=welcome-to-the-rainbow-challenge&amp;tag=FoodNutrition#:~:text=To%20eat%205%20different%20coloured,for%20a%20personal%20best!">https://www.nutracheck.com/Blog/article?title=welcome-to-the-rainbow-challenge&amp;tag=FoodNutrition#:~:text=To%20eat%205%20different%20coloured,for%20a%20personal%20best!</a>	Possible visit to the Tower of London-linked to History and Geography topic.	

## Design & Technology Year 2 Subject objectives – knowledge, understanding and opportunity to apply

Year 2	Autumn 1	Spring 1	Summer 1
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-Measure materials.</li> <li>-Describe some different characteristics of materials and join materials in different ways.</li> <li>-Use joining, rolling or folding and own ideas to make it stronger.</li> <li>-Use levers or slides.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain hygiene and keep a hygienic work area.</li> <li>-Describe properties of ingredients and importance of varied diet.</li> <li>-Say where food comes from (animal, underground etc.).</li> <li>-Describe how food is farmed, home-grown, caught.</li> <li>-Draw eat well plate; explain there are groups of food.</li> <li>-Describe "five a day".</li> </ul>	<ul style="list-style-type: none"> <li>-Measure and join textiles together to make a product, and explain how they did it.</li> <li>-Carefully cut textiles to produce accurate pieces.</li> <li>-Explain choices of textile.</li> <li>-Understand that a 3D textile structure can be made from two identical fabric shapes.</li> </ul>
<b>Key Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-To understand how design is linked but separate to art</li> <li>-To use drawing and verbal communication to share their ideas for a product</li> <li>-To explore and discuss contemporary and historical examples of our final product</li> <li>-To make choice based on personal taste and to communicate this with an adult/ peer</li> <li>-To use simple cutting and joining tools to create their final product</li> <li>-To fix moving parts to their product, joining accurately so the pieces can still move</li> <li>-To compare their creation with the original design and discuss success and targets</li> </ul>	<ul style="list-style-type: none"> <li>-To understand healthy and unhealthy food and be able to demonstrate this by creating an eat well plate.</li> <li>-To try a variety of healthy food.</li> <li>-To talk about where vegetables come from.</li> <li>-To choose from a selection of pre-cut vegetables, thinking about taste.</li> </ul>	<ul style="list-style-type: none"> <li>-To agree on a set Design Criteria for the target audience and purpose.</li> <li>-To evaluate their own success against the Design Criteria.</li> <li>-Choosing fabric colours/ textures for visual appeal</li> <li>-Cutting and joining fabric effectively.</li> </ul>
<b>Scheme/Resources to support the teaching and learning</b>			
<b>Possible trips/enrichment experiences</b>			

## Design & Technology Year 3

## Subject objectives – knowledge, understanding and opportunity to apply

Year 3	Autumn 1	Spring 1	Summer 1
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-Join different textiles in different ways.</li> <li>-Choose textiles considering appearance and functionality.</li> <li>-Understand that a simple fabric shape can be used to make a 3D textiles project.</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate materials.</li> <li>-Work accurately to make cuts and holes and join materials/ Begin to make strong structures.</li> <li>-Select appropriate tools / techniques.</li> <li>-Alter product after checking to improve.</li> <li>-Begin to try new/different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Carefully select ingredients.</li> <li>-Use equipment safely.</li> <li>-Make a product look attractive.</li> <li>-Think about how to grow plants to use in cooking.</li> <li>-Begin to understand where food comes from (UK and wider world).</li> <li>-Describe a healthy diet- variety/balance of food/drinks.</li> <li>-Explain how food and drink are needed for active/healthy bodies.</li> <li>-Understand branding of food and drink products</li> </ul>
<b>Key Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-Safe and accurate use of needle and thread</li> <li>-To agree on a set Design Criteria for the target audience and purpose.</li> <li>- Matching work to a set criteria</li> <li>-Choosing fabric colours/ textures for visual appeal.</li> <li>-Cutting and joining fabric effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore examples of food containers to inform their design</li> <li>-To join and assemble strong and functional products</li> <li>-To evaluate design and adapt product where needed.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore examples of healthy/unhealthy sandwiches</li> <li>-To write a script to advertise their product</li> <li>-To safely use the cooking equipment to make cut, peel and grate</li> </ul>
<b>Scheme/Resources to support the teaching and learning</b>			
<b>Possible trips/enrichment experiences</b>			



## Design & Technology Year 4

## Subject objectives – knowledge, understanding and opportunity to apply

Year 4	Autumn 1	Spring 1	Summer 1
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-Explain how to be safe/hygienic.</li> <li>-Think about presenting product in interesting/ attractive ways.</li> <li>-Understand ingredients can be fresh, pre-cooked or processed.</li> <li>-Begin to understand about food being grown, reared or caught in the UK or wider world.</li> <li>-Describe eat well plate and a healthy diet - variety / balance of food and drinks.</li> <li>-Explain importance of food and drink for active, healthy bodies.</li> <li>-Prepare and cook some dishes safely and hygienically.</li> <li>-Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading and baking.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue working on product even if original didn't work.</li> <li>-Select most appropriate tools / techniques.</li> <li>-Explain alterations to product after checking it works.</li> <li>-Grow in confidence about trying new/different ideas.</li> <li>-Use number of components in circuit.</li> <li>-Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<ul style="list-style-type: none"> <li>-Measure carefully to avoid mistakes.</li> <li>-Continue working on product even if original didn't work.</li> <li>-Select most appropriate tools / techniques.</li> <li>-Explain alterations to product after checking it works.</li> <li>-Grow in confidence about trying new / different ideas.</li> <li>-Use levers and linkages to create movement.</li> </ul>
<b>Key Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-To follow a simple recipe to create their product.</li> <li>To create an appealing product that fits the design criteria.</li> <li>-To safely use the cooking equipment to make cut, peel and grate</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to create functional circuits using textiles and conductive thread to explore conductors, electricity and movement in design.</li> </ul>	<ul style="list-style-type: none"> <li>-To use drawing and verbal communication to share their ideas for a product</li> <li>-To explore and research existing products and talk about the products in relation to innovative design, cost and appeal.</li> <li>-To make choice based on design criteria and explain this.</li> <li>-To choose the best cutting and joining tools to create their final product</li> <li>-To fix moving parts to their product, joining accurately so the pieces can still move</li> </ul>
<b>Scheme/Resources to support the teaching and learning</b>			
<b>Possible trips/enrichment experiences</b>			

## Design & Technology Year 5

## Subject objectives – knowledge, understanding and opportunity to apply

Year 5	Autumn 1	Spring 1	Summer 1
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-Think about the user and aesthetics when choosing textiles.</li> <li>-Use own template to create product.</li> <li>- Think about how to make product strong and aesthetically pleasing.</li> <li>-Think of a range of ways to join things together.</li> <li>-Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> </ul>	<ul style="list-style-type: none"> <li>-Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</li> <li>-Select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing], accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Select materials carefully, considering intended use of product and appearance.</li> <li>-Explain how product meets design criteria.</li> <li>Measure accurately enough to ensure precision.</li> <li>-Ensure product is strong and fit for purpose.</li> <li>-Begin to reinforce and strengthen a 3D structure.</li> <li>-Refine product after testing.</li> <li>-Try new / different ideas confidently.</li> <li>Begin to use cams, pulleys or gears to create movement.</li> <li>-Incorporate switch into product.</li> <li>-Begin to be able to program a computer to monitor changes in environment and control product.</li> </ul>
<b>Key Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-To create an appealing design linked to book.</li> <li>-To research existing products and discuss considering: use, materials, how they work, audience, where they might be used what is and isn't good</li> </ul>	<ul style="list-style-type: none"> <li>-To use accurate cutting and folding to transform 2D materials into 3D relief sculptures</li> <li>-To make choices about colour, shape and form in order to match key motifs</li> </ul>	<ul style="list-style-type: none"> <li>-To apply their understanding of forces and simple machines to create chain reactions from objects.</li> </ul>
<b>Scheme/Resources to support the teaching and learning</b>			
<b>Possible trips/enrichment experiences</b>			

## Design & Technology Year 6 Subject objectives – knowledge, understanding and opportunity to apply

Year 6	Autumn 1	Spring 1	Spring 2
<b>National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>-Understand a recipe can be adapted by adding / substituting ingredients.</li> <li>-Explain seasonality of foods. Present products to a high standard to make the product interesting and aesthetically attractive.</li> <li>-Learn about food processing methods.</li> <li>-Name some types of food that are grown, reared or caught in the UK or wider world.</li> <li>-Adapt recipes to change appearance, taste, texture or aroma.</li> <li>-Describe some of the different substances in food and drink, and how they can affect health.</li> <li>-Prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of heat source.</li> <li>-Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>	<ul style="list-style-type: none"> <li>-Select materials carefully, considering intended use of the product, the aesthetics and functionality.</li> <li>-Explain how the product meets design criteria.</li> <li>-Refine product after testing, considering aesthetics, functionality and purpose.</li> <li>-Incorporate hydraulics and pneumatics.</li> <li>-Be confident to try new / different ideas.</li> <li>-Use different types of circuits in product.</li> <li>-Think of ways in which adding a circuit would improve product.</li> <li>-Program a computer to monitor changes in environment and control product.</li> </ul>	<ul style="list-style-type: none"> <li>-Think about user's wants/needs and aesthetics when choosing textiles.</li> <li>-Make product attractive and strong.</li> <li>-Make a prototype. Use a range of joining techniques.</li> <li>-Think about how product might be sold.</li> <li>-Think carefully about what would the improve product.</li> <li>-Understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> </ul>
<b>Key Objectives;</b> knowledge and skills to be acquired each term	<ul style="list-style-type: none"> <li>-To create design criteria linked to research. To create an appealing product that fits the design criteria.</li> <li>-To safely use the cooking equipment to make cut, peel and grate and be able to talk about health and safety when cooking.</li> </ul>	<ul style="list-style-type: none"> <li>-To use their knowledge of electrical circuits to create functional circuits using textiles and conductive thread to explore conductors, electricity and movement in design.</li> </ul>	<ul style="list-style-type: none"> <li>-To research and respond to key designers and art/ design organisations.</li> </ul>
<b>Scheme/Resources</b> to support the teaching and learning			
<b>Possible trips/enrichment experiences</b>			