

Yr. 1 Theme  DT Focus  Topic Links	Autumn (14 wks.) Mel	Spring (12 wks.) UK  Construction, movement and forces  MAESTRO - Bright Lights, Big City	Summer (13 wks.) Wildlife Habitats, insects, minibeasts, change and growth, plants and animals  MAESTRO - Paws, Claws and Whiskers
FS activities and learning		<p><b>Design</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peeler, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</p> <p><b>Evaluate</b></p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	

<p>Key Vocabulary</p>		<p>purpose, ideas, product</p> <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Year 2</p> <p>Planning, investigating, design, evaluate, make, user, purpose, ideas, design criteria, product, function.</p> <p>Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used.</p> <p>Year 3</p> <p>User, purpose, design, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>Year 4</p> <p>evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations.</p> <p>Year 5</p> <p>design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype</p> <p>Year 6</p> <p>function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up</p>	<p>Planning, investigating, design, evaluate, make, user, purpose, ideas, product</p>
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Yr. 2 Theme	Autumn (14 wks.) Explore	Spring (12 wks.) People	Summer (13 wks.) Connections Picking, preparing and washing food from an allotment, tree or bush
DT	Construction-tool use		
Focus	Hammers, screwdrivers, saws, chisels, spanners, nuts, bolts, nails and screws-safe use and how to use them properly and well		
Topic Links	MAESTRO - Land Ahoy		
FS activities and learning	<p><b>Design</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their Ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peeler, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</p> <p><b>Evaluate</b></p> <p>explore and evaluate a range of existing products</p> <p>evaluate their Ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		

<p><b>Key Vocabulary</b></p>		<p>Planning, investigating, design, evaluate, make, user, purpose, Ideas, design criteria, product, function.  Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used.</p> <p>Year 3  User, purpose, design, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>Year 4  evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, Innovative, appealing, design brief, planning, annotated sketch, sensory evaluations.</p> <p>Year 5  design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype</p> <p>Year 6  function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up</p>	
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Yr. 3 Theme	Autumn (14 wks.) Origins	Spring (12 wks.) Movement Making model rivers to watch water flow- what happens when we change flow, flood or alter course?	Summer (13 wks.) Conflict  Investigation What modern day objects and appliances originate from Roman Design?
DT Focus	Product design Design and make a ancient hunting tool that meets the needs of a Stone Age hunter/ gatherer? Fire-making? MAESTRO - Tribal Tales		MAESTRO - I am Warrior
Topic Links FS activities and learning	<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. . generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately</p> <p><b>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peelers, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</b></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and Ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</b></p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>evaluate their ideas and products against design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and Individuals in design and technology have helped shape the world.</p> <p><b>Technical knowledge</b></p> <p><b>Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</b></p> <p><b>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</b></p> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>		

Key Vocabulary	<p><b>Year 3</b></p> <p>User, purpose, design, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p>		<p><b>Year 3</b></p> <p>User, purpose, design, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p>
	<p><b>Year 4</b></p> <p>evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations.</p>		
	<p><b>Year 5</b></p> <p>design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype</p>		
	<p><b>Year 6</b></p> <p>function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up</p>		



# Design and Technology curriculum and Forest schools link

## Year 4

Yr. 4 Theme	Autumn (14 wks) Folk	Spring (12 wks) Compare	Summer (13 wks) Us Foraging? What can we eat? What can't we eat? Why not?
DT Focus	Textiles (Warp and weft) Bayeux tapestry- looms for weaving Design a tapestry to tell a story (sewing skills)	Construction?	
Topic Links	History - Anglo-Saxons	MAESTRO - Misty Mountains, Winding River	
FS activities and learning	<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peelers, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</b></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</b></p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical knowledge</b></p> <p><b>Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</b></p> <p><b>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</b></p> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>		

<b>Key Vocabulary</b>	<p><b>Year 4</b> evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations.</p> <p><b>Year 5</b> design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype</p> <p><b>Year 6</b> function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up</p>	<p><b>Year 4</b> evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations.</p>	
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# Design and Technology curriculum and Forest schools link Year 5

Yr 5 Theme DT  Focus    Topic Links FS activities and learning	Autumn (14 wks) Life/Death	Spring (12 wks) Beyond Forces floating/sinking, upthrust, buoyancy, gravity, air & water resistance, inertia, momentum, pulleys, levers, gears Using vehicles, pulleys and levers to lift things, what will float?, etc.	Summer (13 wks) Legacy Link to Greek architecture and previous work on forces  How will these pillars/columns support this roof?  History - Ancient Greeks
		<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peelers, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</b></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</b></p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical knowledge</b></p> <p><b>Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</b></p> <p><b>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</b></p> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p>	

Apply their understanding of computing to program, monitor and control their products.

**Key  
Vocabulary**

**Year 5**

design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype

**Year 6**

function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up

**Year 5**

design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluation, design criteria, annotate, evaluate, mock-up, prototype

# Design and Technology curriculum and Forest schools link

**Year 6**

Yr 6 Theme DT Focus	Autumn (14 wks) Sanctuary investigate and analyse a range of existing products. Make Do and Mend  History - World War II	Spring (12 wks) Adversity Structures Shelters and bridges sturdily enough for them to support an entrance doorway? What will support my weight? MAESTRO - Frozen Kingdom	Summer (13 wks) Evolution
Topic Links FS activities and learning	<p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their Ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Children at forest school are given opportunities to make things using tools and equipment - peeling sticks with potato peelers, using palm drills to make holes for threading, use hammers with drawing pins and nails etc.</b></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Children at Forest School have access to a range of materials to make and play with - pans/tins, wooden blocks and pallets, tarpaulins, metal utensils and gardening equipment etc.</b></p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>evaluate their Ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical knowledge</b></p> <p><b>Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</b></p> <p><b>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</b></p> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>		

<b>Key Vocabulary</b>	<b>Year 6</b> function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up	<b>Year 6</b> function, innovative, design specification, design brief, user, purpose, prototype, annotated sketch, innovation, research, functional, mock-up	
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