

The John Ball Curriculum

Design Technology

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A vision for Design Technology at John Ball School

At John Ball, Design Technology combines both theory and practical work, encouraging the children to use the skills and knowledge they have learnt to create and evaluate products, with the consideration of others' needs, wants and values. Their skills envelope Science, Technology, Engineering and Mathematics to show progress in different areas of the subject, including textiles, food technology and construction. We use theory, observation, creativity and process to work through a design brief and criteria, with a final outcome.

Design Technology allows the children to be innovative, creative and free to express their opinions on existing products by making thoughtful and in depth evaluations and using this to create and enhance their own visions and ideas. We strive to encourage staff and children alike to be more confident and enthusiastic about design technology.

Children are taught DT from a specialist teacher once a week; although it can be seen in many curriculum areas across our school.

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DT OVERVIEW	EYFS	Key Stage 1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2		Food technology -cutting food safely -healthy and varied diet -following recipes and instructions	Textiles -think of ideas and what to do next -using a design criteria -choosing materials and explain why -joining materials	Mechanism -design meets criteria -annotated sketches -design attractive products -select appropriate tools and techniques -include electrical and mechanical components	Food technology -seasonality of food -how food is grown, reared, caught and processed -hygiene and safety with food	Mechanisms -collecting information to form ideas -step by step plans -design with innovation, function, appeal and purpose. -alternative plans- positive and draw backs -evaluate appearance and function -use a range of tools and equipment -making a prototype	Textiles -follow and refine plans -justify plans -consider culture and society -work within a budget -how products should be stored
Spring 2		Textiles -using own ideas to plan -consider purpose, function, appeal -communicate and develop ideas through talking and drawing -choose appropriate materials -evaluating products	Mechanisms -planning ideas and next steps -follow design criteria -templates and mock-ups -joinin materilas and components -evaluating work	Food technology -design meets set criteria -describe how food ingredients come together	Mechanisms -use research and prior knowledge to plan -evaluate and suggest improvements -measure accurately -adapt work	Textiles -collecting information to create ideas -detailed planning -design with innovation, function and appeal -explain how it appeals to specific audience	Food technology -work within a budget -use market research to inform ideas -justify plans -consider culture and society -how products should be stored

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Summer 2		Mechanisms -using own ideas for planning and making a model -describe how something works and explore uses	Food technology -describing ingredients -name food groups and understand importance -where food comes from	Textiles -design meets criteria -annoted sketches -follow a plan -choose textile for suitability and appearance -working accurately to measure, make cuts and holes	Textiles -use research for a plan -evaluate and improve designs -evaluate products for purpose and appearance -presenting product -measure accurately	Food technology -hygiene and safety in the kitchen -using a range of cooking equipment	Mechanisms -market research to inform plans -follow and refine plans -justify plans -test and evaluate against clear criteria
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Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> - I can use my own ideas to plan, and make a model of, a product. - I can describe how something works and explore it's uses. - I can consider purpose, function and appeal when designing and evaluating a product. - I can make my model stronger and more stable. - I can communicate and develop my ideas through talking and drawing. - I can choose appropriate resources, materials and tools. - I can make a simple plan. 	<ul style="list-style-type: none"> - I can think of an idea and plan what to do next. - I can understand what design criteria is and consider it when designing and making a product. - I can choose tools and materials and explain why I have chosen them based on their characteristics. - I can use templates and mock-ups to develop my ideas. - I can join materials and components in different ways. - I can evaluate my work by explaining what went well and what I could improve. 	<ul style="list-style-type: none"> - I can prove that my design meets some set criteria. - I can use annotated sketches to explain my ideas. - I can follow a step by step plan, choosing the right equipment and materials. - I can design a product and make sure that it looks attractive. - I can choose a textile for both its suitability and its appearance. - I can select the most appropriate tools and techniques for a given task. - I can make a product which uses both electrical and 	<ul style="list-style-type: none"> - I can produce a plan using research and prior knowledge, and explain it. - I can evaluate and suggest improvements for my design, considering the views of others. - I can evaluate products for both their purpose and appearance. - I can present a product in an interesting way. - I can measure accurately. - I can persevere and adapt my work when my original ideas do not work. - I know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> - I can come up with a range of ideas after collecting information from different sources. - I can produce a detailed, step by step plan. - I can design an innovative, functional, appealing product fit for purpose. - I can suggest alternative plans; outlining the positive features and draw backs. - I can explain how a product will appeal to a specific audience. - I can evaluate appearance and function against original criteria. - I can use a range of tools and 	<ul style="list-style-type: none"> - I can use market research to inform my plans and ideas. - I can follow and refine my plans. - I can justify my plans in a convincing way. - I can show that I consider culture and society in my plans and designs. - I can test and evaluate my products. - I can explain how products should be stored and give reasons. - I can work within a budget. - I can evaluate my product against clear criteria.

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		<ul style="list-style-type: none">- I can cut food safely.- I understand the meaning of a healthy and varied diet.	<ul style="list-style-type: none">- I can describe the ingredients I am using.- I can name the different food groups and understand their importance.- I can talk about where food comes from.	<p>mechanical components.</p> <ul style="list-style-type: none">- I can work accurately to measure, make cuts and make holes.- I can describe how food ingredients come together.	<ul style="list-style-type: none">- I can understand seasonality of food and how it is grown, reared, caught and processed.	<p>equipment competently.</p> <ul style="list-style-type: none">- I can make a prototype before making a final version.- I can show that I can be both hygienic and safe in the kitchen whilst using a range of cooking equipment.	
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Design Technology – Year 1

Half term	Topic title	Coverage
Autumn 2	Food technology	<p>STEM Brilliant bread</p> <ul style="list-style-type: none"> • understanding hygiene in the kitchen (EYFS) • understanding how to follow recipes and instructions • knowing how to sieve, stir, knead and shape the dough • understanding the ingredients involved in starchy foods such as bread and pasta • adding flavour to create different types of breads (link with black history month - http://african Chop.com/small Chop/five-fabulous-african-breads/) • knowing bread is eaten all over the world in different forms
Spring 2	Textiles	<p>STEM Loom Fish</p> <ul style="list-style-type: none"> • manipulate and explore loosely woven fabric to see how it has been constructed • colours and textures to represent different effects • weave a pattern to a planned design • understand how fabric is constructed using weaving • making a simple loom • to use a weaving technique, to experiment with texture and colour in designing • evaluating their product
Summer 2	Mechanisms	<p>STEM Roly poly wheels</p> <ul style="list-style-type: none"> • Recognising the many existing products with wheels • Understanding how wheels work • What the similarities and differences are between different wheels. • How wheels work together and move in a straight line • How you could change direction of wheels

Year 1 Key Vocabulary
Hygiene, sieve, stir, knead, shape, starch, fabric, weaving, design, loom, evaluation, wheels, mechanisms, steer

Year 1 Autumn 2 Topic: Food Technology		
KPI	Assessment opportunities	Moving on to greater depth
I can understand the basic principles of cooking including food hygiene, following recipes and cultural differences in food.	<p>Follow a simple recipe to mix ingredients to make bread.</p> <p>How to sieve flour, stir mixtures, knead and shape dough</p> <p>Research different styles of bread from different countries and cultures then using this information to write their own bread recipe.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Talk about the reason different cultures and countries make and/or eat different bread. • Understand the nutritional value of bread in our diet
Year 1 Spring 2 Topic: Textiles		
KPI	Assessment opportunities	Moving on to greater depth
I can weave a pattern, to a planned design, on a loom and include texture and colour.	<p>understand how fabric is constructed using weaving</p> <p>making a simple loom</p> <p>to use a weaving technique, to experiment with texture and colour in their designing</p> <p>evaluating their product</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Create a more complex pattern. • Explain the process using subject specific vocabulary • Evaluate clearly – considering what went well and what could be improved
Year 1 Summer 2 Topic:		
KPI	Assessment opportunities	Moving on to greater depth
I can understand the uses and need for wheels and can create my own wheeled toy based on what I have learnt.	<p>Exploring different wheels and the products that use them.</p> <p>Evaluating wheeled products and understand the importance of size, symmetry and measurement.</p> <p>Creating a wheeled toy using simple materials, following instructions.</p> <p>Evaluating their own product, assessing what went well and what could be improved.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Understand and explain how and why different wheels are used. • Evaluate in depth – considering why it may not work and why

Design Technology – Year 2

Half term	Topic title	Coverage
Autumn 2	Textiles	<p>STEM Textile tree</p> <ul style="list-style-type: none"> • Exploring what different materials look and feel like • Discussing and evaluating the use of different materials for different roles • How to wrap and manipulate different materials • The range of properties important in the choosing of materials - colour, texture, durability, etc. • Working as a team to create a whole class project • How to tie a knot and secure different materials
Spring 2	Structure and Mechanisms	<p>STEM three billy goats gruff/jack and the beanstalk</p> <ul style="list-style-type: none"> • how a bridge is made and can withstands weight and weather • what materials and tools can be used to make a model and why they are appropriate • how to follow a design brief and it's particular criteria • how to design a product using our own ideas and knowledge • how fragile objects are protected by existing designed packaging
Summer 2	Food technology	<p>STEM fruit salad and pleasing pasta</p> <ul style="list-style-type: none"> • Understanding flavours and what works together (Rec-Spr2) • Combining flavours to create a new tastes • understand where each food comes from (Rec-Aut2) • Making fruit salad with a range a fresh fruit and a pasta salad using a range of vegetables and flavours • Experimenting with flavour and texture • Inventing new tastes based on what they already know • Extending and changing ideas based on the outcome

Year 2 Key Vocabulary

Material, properties, texture, durability, waterproof, shiny, stretchy, cool, warm, wrap, manipulate, knotting, securing, textiles, design brief, criteria, fragile, protection, prototype, flavour, combination, invention, experimenting

Year 2 Autumn 2 Topic: Textiles		
KPI	Assessment opportunities	Moving on to greater depth
I can explore, discuss and evaluate the use and need of different materials and why and how they are used.	<p><u>Exploring, evaluating and discussing</u> different materials and why and how they are used – what makes them good or bad for a particular job? – what are their properties?</p> <p><u>Discovering</u> how materials can be <u>wrapped and manipulated.</u></p> <p><u>Considering</u> different characteristics and properties of materials and why they are important – colour, texture, durability, etc.</p> <p><u>Securing materials</u> around an object – understanding how each material can be secured, e.g. tie a knot.</p> <p><u>Working as a whole class,</u> producing one outcome.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Understand, discuss and explore unusual and new ways of using materials. • Evaluating existing products and their own ideas in depth, giving reasons.
Year 2 Spring 2 Topic: Structure and Mechanisms		
KPI	Assessment opportunities	Moving on to greater depth
I can follow a design brief and consider the criteria when designing and making a product.	<p>Looking at different types of bridges and using these to inspire and inform their plans and ideas.</p> <p>Follow a design brief to understand their task and what the criteria (steps to success) are.</p> <p>Choosing appropriate and suitable materials and tools to make a product and explain why they have chosen them based on their characteristics.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Extend their working and expand their ideas based on the brief. • Making comparisons from the materials and tools they use and what would be used for the actual product.
Year 2 Summer 2 Topic: Food technology		
KPI	Assessment opportunities	Moving on to greater depth
I can explore a range of flavours in foods and experiment with combining them.	<p><u>Testing</u> a range of flavours from around the world – discussing which suit each other.</p> <p><u>Investigating</u> the use of a base food and adding flavour to it – banana in a smoothie, plain yoghurt for a dip, pasta in a salad, etc.</p> <p><u>Creating a combination of flavours</u> to make a fruit salad and pasta salad – using what they have learnt to inform food choices.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Discuss flavours in more detail, understanding sweet, sour, bitter, etc and understanding which work well together. • Creating complex flavour combinations and understanding and explaining why they do or don't work together.

Design Technology – Year 3

Half term	Topic title	Coverage
Autumn 2	Mechanisms	<p>STEM Space robots</p> <ul style="list-style-type: none"> • What robots are, why we use them, how they work. • What a mechanism is and how we can create motion using mechanisms • Understand how machines and robots have casings to protect the delicate parts inside • Develop making skills using tools, components and materials • Exploring and understanding properties of materials and which would be suitable • Why and how we test and evaluate products
Spring 2	Food tech	<p>STEM smoothies</p> <ul style="list-style-type: none"> • Know about the ingredients used in cold drinks, their nutritional values, and how they are presented commercially, including cost • to evaluate a food product and record the evaluation in a meaningful way • to use a range of food preparation tools safely and effectively • to combine ingredients to change the appearance /taste /texture of a drink • to find out and record a consumer's needs and preferences
Summer 2	Textiles	<p>STEM Party hats</p> <ul style="list-style-type: none"> • How different hats are made and the importance of measurements in clothing • Making shapes with paper • Understanding where to start with a design and creation and how this can be extended and built upon • Understand the importance of aesthetics in clothing • Knowing what applique is and how to create it by cutting and sticking different shapes • Understanding the importance of following a brief • Knowing how to review and evaluate a product in depth

Year 3 Key Vocabulary

Robot, mechanisms, motion, tools, components, materials, properties, material, ingredients, nutrition, commercial use, food preparation, combinations, consumer, needs, preference, measurements, shaping, printing, applique, design, aesthetics, design brief, review, evaluate

Year 3 Autumn 2 Topic: Mechanisms		
KPI	Assessment opportunities	Moving on to greater depth
I can use research in the design and creation of my own robot that uses mechanisms for motion and appropriate materials for protection.	<p>Exploring and researching robots, discussing and understand why we use them and how they work using mechanisms to create motion.</p> <p>Understanding what materials are used and the properties they have to create protection on the outside and durability.</p> <p>Develop skills in making a product, using tools, components and materials.</p> <p>Testing and evaluating the products made and thinking about next steps and improvements.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Name a range of properties for different materials confidently and explain how these make them appropriate. Using a range of making skills confidently and competently.
Year 3 Spring 2 Topic: Food Technology		
KPI	Assessment opportunities	Moving on to greater depth
I can use information I have gathered to combine flavours in an interesting way, by using safe and effective food preparation methods.	<p>Investigating existing products to assess, compare and evaluate them.</p> <p>Using tools in a safe and correct way and choosing ingredients thoughtfully and effectively.</p> <p>Using information they have gathered, such as consumer preferences and research on different drinks, to inform their ideas and plan.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Explain their reasons for using a particular ingredient Making informed decisions when designing and explaining this to others. Considering taste, texture and colour
Year 3 Summer 2 Topic: Textiles		
KPI	Assessment opportunities	Moving on to greater depth
I can design and experiment with techniques and skills in printing and applique and create a final piece of work using what I have learnt.	<p>Researching hats and clothing and understanding the important of measurements and the properties and aesthetics of materials.</p> <p>Use creative journal to document research and evaluate what they have found and done.</p> <p>Using creative journal to plan out ideas and extend them with new skills and techniques they have learnt.</p> <p>Learning new skills in shaping paper, printing and applique for decoration and aesthetics.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Making appropriate choices on how to design and decorate a piece of clothing – acknowledging colour, shape, etc. Making informed decisions in their plan and able to explain this clearly and thoughtfully.

Design Technology – Year 4

Half term	Topic title	Coverage
Autumn 2	Food Technology: World food	<p>STEM pastry tarts</p> <ul style="list-style-type: none"> Looking at food (particularly fruit) from around the world (Y2-Sum1) Understand seasonality - when and where food is available. (Y3-Spr1) Look at what might be available now in England - where does it come from? How is it imported? Examine a common commercial food product, considering cost, packaging, ingredients, nutritional information and sensory appreciation How to design and use a simple questionnaire to gather information follow a recipe - step by step instructions (Y1-Aut1)
Spring 2	Mechanisms	<p>STEM exciting electricity</p> <ul style="list-style-type: none"> Studying steady hand games and how they are made (https://www.instructables.com/id/Buzz-Wire-Kit/) Drawing out their own design for a steady hand game - labelling it with all the elements needed To understand the terms 'make' and 'break' when referring to simple circuits. To be able to assemble and fit a simple circuit for a steady hand game. To be able to safely and accurately drill holes in plastic. Test and evaluate the game
Summer 2	Textiles	<ul style="list-style-type: none"> STEM Printed cushion cover Explore and understand the decorative use of lettering and pattern when applied to fabric How to keep a log of a design and make activity and use it to evaluate their product How to simply construct a set of lettering for fabric decoration Learn the technique of brainstorming as part of a design process How to use fabric paint Design and make an appealing cushion cover Evaluate a finished product against their own simple design specification

Year 4 Key Vocabulary

Seasonality, import, export, commercial, cost, packaging, ingredients, nutrition, sensory appreciation, electricity, elements, circuit, assemble, drill, evaluation, testing, application, fabric, textile, design, construction, decoration, technique, design specification

Year 4 Autumn 2 Topic: Food technology		
KPI	Assessment opportunities	Moving on to greater depth
I can explore and identify fruit from around the world, understand how it is used in different cultures and seasons and use this knowledge to create my own jam tart..	<p>Research the seasonality of food and what foods are available at different times of the year, in different countries, with a focus on fruits.</p> <p>Understand where different foods come from and how it is used differently in different cultures and climates.</p> <p>Design and use a simple questionnaire to gather information about the needs and preferences of a particular group of consumers,</p> <p>Design, prepare and make a jam filled pastry tart by writing and following a recipe.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Use experience, knowledge and research to explain clearly where food comes from. • Understand the necessity of exporting and importing food around the world. • Using knowledge of health and different food groups to plan a nutritionally balanced pastry tart.
Year 4 Spring 2 Topic: Mechanisms		
KPI	Assessment opportunities	Moving on to greater depth
I can design, assemble, fit and test a simple circuit for a steady hand game.	<p>To understand the terms 'make' and 'break' when referring to simple circuits.</p> <p>To be able to safely and accurately drill holes in plastic</p> <p>To understand the elements needed to create a circuit and use it within a game</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Understand materials needed and why – strength, size, shape, conductivity, etc. • Work through problems that arise independently.
Year 4 Summer 2 Topic: Jewellery		
KPI	Assessment opportunities	Moving on to greater depth
I can explore, design and make a useful and appealing textiles product using pattern and lettering in a decorative way.	<p>Explore and understand the decorative use of lettering and pattern when applied to fabric and construct a set of lettering for decoration.</p> <p>Keep a log of a design and make activity and use it to evaluate their finished product against their own design spec.</p> <p>Design and make an appealing cushion cover using sewing and fabric paint.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Understand the importance of aesthetics and how to create an appealing product using a range of patterns and lettering. • Logging in depth detail throughout the process of designing and making.

Design Technology – Year 5

Half term	Topic title	Coverage
Autumn 2	Mechanisms	<p>STEM catapult</p> <ul style="list-style-type: none"> • Learning how a lever works - <u>understanding logistics</u> • Drawing out a lever movement in creative journals with labels (Y4-Spr1) • <u>Making</u> a lever to move an image in card - https://www.twinkl.co.uk/resource/t2-d-104-making-levers-and-linkages-moving-dragon-activity-sheet • <u>Investigating and trialing</u> different types of levers - https://inventorsof tomorrow.com/2016/10/12/levers-2/ • <u>Making</u> their own catapult lever with simple materials - <u>evaluating</u> how each materials worked, whether it worked well or not and why (Y4-Spr1) • Exploring and testing how to make their catapult more stable and powerful - how and why this can occur through transferable energy and force
Spring 2	Textiles	<p>STEM Fabric flowers</p> <ul style="list-style-type: none"> • Recall knowledge about the structure and function of a flowering plant. • Use this understanding in the designing of highly attractive artificial flowers • Designing by using the stimulus of looking at a variety of real spring and summer flowers. • Knowing accuracy in the making is necessary to produce attractive artificial flowers, using a range of compliant materials - paper, card, fabric, art straws, pipe cleaners. • Know the requirements of an artificial flower in terms of realism and visual impact
Summer 2	Food tech	<p>STEM yummy yoghurt</p> <ul style="list-style-type: none"> • Understand the range of uses of a basic ingredient like milk • Researching different milk and yoghurt flavours and using a questionnaire to discover popular flavours and textures of yoghurt • Conducting taste tests scientifically • Record and present their results from research • Consider the lives of those living in a developing country when designing their flavours • Make different varieties of yoghurt

Year 5 Key Vocabulary

Logistics, lever, catapult, material, evaluation, stability, power, transferable energy, force, structure, function, attractive, artificial, stimulus, accuracy, compliant material, requirements, visual impact, realism, ingredients, questionnaire, flavour, texture, record, variety

Year 5 Autumn 2 Topic: Mechanisms		
KPI	Assessment opportunities	Moving on to greater depth
I can investigate, explain and evaluate the use of levers and create my own model.	<p>Learning how a lever works - understanding logistics</p> <p>Drawing out a lever movement in creative journals with labels</p> <p>Making a lever to move an image in card - https://www.twinkl.co.uk/resource/t2-d-104-making-levers-and-linkages-moving-dragon-activity-sheet</p> <p>Investigating and trialing different types of levers – https://inventorsof tomorrow.com/2016/10/12/levers-2/</p> <p>Making their own catapult lever with simple materials - evaluating how each materials worked, whether it worked well or not and why</p> <p>Exploring and testing how to make their catapult more stable and powerful – how and why this can occur through transferable energy and force</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Working and thinking critically and independently Taking a lead role in group investigations and making, working through systematically.
Year 5 Spring 2 Topic: Textiles		
KPI	Assessment opportunities	Moving on to greater depth
I can come up with a range of ideas and use these to design and produce an innovative, functional, appealing product fit for purpose.	<p>Looking at real flowers to study the parts of flowering plants and their functions, and how we can recreate these artificially.</p> <p>Exploring ways to create each part of the flower (stem, petals, leaves, stigma and stamen), and which materials would be suited to each part.</p> <p>Exploring how different materials can be used and reinforced for stability.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Adding extra detail to their final product Using a range of unusual materials to represent each part of the flower. Thinking creatively and critically when designing and making their product.
Year 5 Summer 2 Topic: Food technology		
KPI	Assessment opportunities	Moving on to greater depth
I can consider the lives of a particular audience when designing and making a universal food product.	<p>Researching different milk and yoghurt flavours and using a questionnaire to discover popular flavours and textures of yoghurt</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> Using their knowledge of developing countries to design and make their yoghurts.

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	<p><u>Conducting taste tests</u> scientifically and using the results in their designing and making</p> <p><u>Record and present</u> their results from research</p> <p><u>Make</u> different varieties of yoghurt</p>	<ul style="list-style-type: none">• Explain what they have learnt about their audience and why this is useful in their design and make process.
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Design Technology – Year 6

Half term	Topic title	Coverage
Autumn 2	Textiles	STEM Fabfix repair kit <ul style="list-style-type: none"> • How to investigate and identify the need for a product • Why clothing fabrics need repairing and the different ways in which to do this, depending on the material. • How to meet identified needs and the importance of customer focus • How to produce an attractive useful textile item • To write an evaluation report
Spring 2	Food tech	STEM bread <ul style="list-style-type: none"> • how bread can vary as a product to meet consumer needs and preferences • to investigate a range of breads and collect, store and present this information using tables and graphs and labelled drawings • to design, specify and make a bread product • to make, knead, prove, shape and cook bread dough, to use the appropriate vocabulary and to observe the changes that take place during the process • to evaluate their work against the criteria set, both at the designing and making stages.
Summer 2	Set design and build	<ul style="list-style-type: none"> • Drawing in <u>perspective</u> • Designing a scene for a show • Planning objects needed - furniture, decoration, doorways, etc. • Practicing drawing each object individually in 3D using isometric paper - combining all knowledge of shading and tone to make it look 3D • Understanding how to plan out each element of the image • Combining all elements together to draw out a 3D set with colour, tone, shading, etc. • https://www.sketchbook.com/blog/perspective-guides-using-two-point-perspective-for-drawing-interiors/ • https://www.bbc.com/bitesize/clips/zvq6sbk • Working together to <u>design the set</u> for the end of year show (Y6-Spr2) • <u>Designing, planning and executing</u> the making of props and set • Using creative journals to document the development of the set (Y5-Sum1)

Year 6 Key Vocabulary

Investigation, identify, fabric, repair, material, identifying needs, customer focus, consumer, audience, evaluation report, consumer preference, table, graph, label, design, specify, make, knead, prove, shape, cook, dough, raising agent, process, criteria, perspective, 3D isometric, shade, tone, element, set design, execution, props, set

Year 6 Autumn 2 Topic: Textiles		
KPI	Assessment opportunities	Moving on to greater depth
I can research and investigate the needs of a product, write a design specification using this information and design and create my own product.	<p>Investigate and identify the need for a product</p> <p>Discover and research why and how clothing fabrics need repairing.</p> <p>Writing a design specification to meet identified needs and understand the importance of customer focus</p> <p>Design and produce an attractive useful textile item using simple stitching to decorate and connect all parts together.</p> <p>Write an evaluation report considering identified needs, design specification and notes taken throughout the process.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Explain the needs of the consumer and the need for the product using subject specific vocabulary and in depth detail. • Use a wider range of stitches to decorate and bring together the individual components.
Year 6 Spring 2 Topic: Food technology		
KPI	Assessment opportunities	Moving on to greater depth
I can create a design brief and criteria in order to design, specify and make a bread product.	<p>To investigate examples of bread, flours and decoration in order to set their own criteria for the bread that they will make</p> <p>Explore and understand how and why yeast can be used in making bread</p> <p>To use the correct vocabulary when explaining their processes and recipes.</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Explain the inspiration and ideas they have, based on cultural influences • Research more into alternative breads and design and make a unique bread product
Year 6 Summer 2 Topic: Set design and build		
KPI	Assessment opportunities	Moving on to greater depth
I can use 3D drawing to design and create a theatre set using research and a design brief.	<p>Drawing in 3D on isometric paper <u>to design</u> a scene for a show</p> <p>Planning objects needed - furniture, decoration, doorways, etc. and practicing drawing each object individually - combining all knowledge of shading and tone to make it look 3D</p> <p>Understanding how to plan out each element of the image</p>	<p>In addition, pupils might be able to...</p> <ul style="list-style-type: none"> • Using detail within their drawings and becoming confident in drawing in 3D • Understanding how perspective works and how it is recreated on paper. • Taking a confident, lead role in either design,

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	<p>Combining all elements together to draw out a 3D set with colour, tone, shading, etc.</p> <ul style="list-style-type: none">• https://www.sketchbook.com/blog/perspective-guides-using-two-point-perspective-for-drawing-interiors/ https://www.bbc.com/bitesize/clips/zvq6sbk <p>Working together to design the set for the end of year show</p> <p>Designing, planning and executing the making of props and set</p> <p>Using creative journals to document the development of the set</p>	<p>planning or execution of set design</p> <ul style="list-style-type: none">• Documenting in creative journal with pictures, labels and notes for WWW and EBI
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