

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology Nursery (2 – 3 year olds)

	Children will explore and manipulate a range of materials and resources, discovering what they can do and beginning to make choices about how to use them. Through construction and modelling, children will use their imagination and make simple models that express their ideas. Practitioners will provide developmentally appropriate tools, joining methods and open-ended resources, modelling techniques and supporting children to develop their ideas.					
	Children will also take part in simple food-preparation experiences, including mixing and combining ingredients, with appropriate adult support.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	Me, my family, familiar people.	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
Key Learning	Explore classroom and routines Visiting local community centre play sessions Forest school	Visiting local community centre play sessions Forest school	Feel cold/warm weather Notice winter clothing Talk about what we see outside Explore winter animals Visiting local community centre play sessions Forest school	Notice what we see outside Forest school	Join in role play (doctor, police) Notice different jobs Talk about what people do Forest School	Talk about journeys (home to nursery) Play with cars, buses, trains Explore moving objects Go on short walks Notice what we see outside Forest school
Experiences	- Explore, manipulate and combine a range of construction and modelling materials. - Begin to use simple tools and make choices about available resources.	Explore paper and paint, making simple choices when creating a Christmas decoration.	- Explore materials linked to winter and weather, including water and ice. - Investigate textures and what happens to materials when they are handled or changed.	- Take part in making Easter crispy cakes, exploring how ingredients can be combined to make a finished product. - Select and use materials to make an Easter card.	Explore construction materials to make simple models linked to familiar jobs, such as a house, shop or emergency vehicle.	- Make simple models of transport using construction and junk-modelling materials. - Explore wheels, tracks, ramps and how models can be made to move.

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			Continue building and making through open-ended construction provision.			
EYFS Statements	<u>Physical Development</u> - Build independently with a range of appropriate resources. <u>Expressive Arts and Design</u> - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.					

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Long Term Plan for Design Technology Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Learning	Getting to know themselves School community Learning about St. George's Church	Harvest Birthdays Bonfire Night Remembrance Sunday Christmas	Weather changes Natural ice exploration Winter animals	New plants	Jobs in their families Jobs in the community People who help us	Journey of water Forms of transport
Experience	- Select and combine blocks or junk-modelling materials to build simple models of familiar homes and places. - Follow a simple process and use tools to mix ingredients and make biscuits.	- Select, combine and join materials to make a Christmas-tree decoration. - Follow simple recipes to make bread and celebration foods, observing how ingredients change when mixed, heated or cooled.	- Select and mix suitable ingredients to make bird feed for a particular purpose. - Use simple tools and discuss how the finished product will help birds during winter.	- Follow a simple sequence to combine ingredients and make Easter crispy cakes. - Use gardening tools appropriately when planting and caring for seeds.	- Select materials to create a badge linked to a community helper. - Explore and compare different ways of joining materials.	- Design and build a simple vehicle using junk-modelling materials. - Combine and join materials to make a model boat, then test whether it floats. - Explore wheels and movement through printing and construction.
EYFS Statements	<u>Personal, Social and Emotional Development</u> - 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. <u>Physical Development</u> - Use large-muscle movements to wave flags and streamers, paint and make marks.					

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- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

- Explore how things work.
- Talk about the differences between materials and changes they notice.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Expressive Arts and Design

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

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Long Term Plan for Design Technology

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Key Learning	Getting to know Themselves Comparing themselves and families Family Culture Week Comparing where they live Learning about Tyldesley community Journey to school	Autumn Celebrations: Diwali Bonfire Night Remembrance Sunday Christmas and how Christmas is celebrated in other countries Autumnal changes	Learn about animal characteristics Learning about range of animals (pets, farm, zoo and wild etc) Comparing hot and Cold countries Lunar New Year Winter changes	Retelling familiar stories Learning about traditional tales Easter Celebrations Spring changes	Learning about own lifecycle Lifecycles of a butterfly Comparing lifecycles of animals that hatch from an egg Spring changes	Learning about animals that live in the ocean Comparing land and water animals Learning about pollution Exploring capacity with water Summer changes
Experience	- Plan and construct a model of a familiar local building using construction or junk-modelling materials. - Select suitable resources, join components and talk about the features represented.	- Design and make a clay diya lamp or salt-dough decoration for a particular purpose. - Follow simple recipes and use tools safely when preparing pumpkin soup and toffee apples.	- Design and construct a habitat for a chosen animal. - Select materials according to their properties, join components and explain how the habitat meets the animal's needs.	- Design, make and evaluate a model house for the Three Little Pigs. - Explore ways to join materials and consider the strength and stability of the finished structure. - Follow simple recipes to prepare gingerbread and porridge.	- Select and weave natural materials to create a simple product. - Follow a recipe and use appropriate tools when preparing butterfly cakes and food using vegetables grown in the environment.	- Design and make a model boat using selected materials. - Test whether the boat floats and travels through water, identify problems and make improvements to the design.

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EYFS Statements	<u>Expressive Arts and Design</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. <u>Physical Development</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<u>Expressive Arts and Design</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. <u>Physical Development</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<u>Expressive Arts and Design</u> - Create collaboratively, sharing ideas, resources and skills. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. <u>Personal, Social and Emotional Development</u> - Show resilience and perseverance in the face of challenge.	<u>Expressive Arts and Design</u> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>Physical Development</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>Personal, Social and Emotional Development</u> - Show resilience and perseverance in the face of challenge.	<u>Expressive Arts and Design</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. <u>Physical Development</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<u>Expressive Arts and Design</u> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>Physical Development</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>Personal, Social and Emotional Development</u> - Show resilience and perseverance in the face of challenge.
ELG	<u>Physical Development: Fine Motor</u> - Use a range of small tools, including scissors, paintbrushes and cutlery. <u>Expressive Arts and Design: Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.					

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Long Term Plan for Design Technology Year 1 and Year 2

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		What did the journey to Bethlehem look like?			What would you take on a picnic?	How will teddy get home?
Key Learning		Creating mechanisms using sliders and levers			Food-preparing fruit and vegetables	Creating mechanisms with wheels and axles
Narional Curriculum objectives		Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.			Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Designing • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. Making • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

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		Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.			Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	Evaluating • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. Technical knowledge and understanding • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
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Long Term Plan for Design Technology Year 1 and Year 2

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions			How can you join fabric to create a puppet?		What makes a great tropical fruit salad?	How did the Billy Goats Gruff cross the river?
Key Learning			Textiles-templates and joining techniques		Food-preparing fruit and vegetables	Structures-freestanding structures
Narional Curriculum objectives			Designing - Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making - Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics.		Designing - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Designing - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings. Making - Plan by suggesting what to do next. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for the structure they are creating.

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			Evaluating • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.		Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.
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Long Term Plan for Design Technology Year 3 and Year 4

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		What is the best way to construct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
Key Learning		Electrical systems-simple circuits and switches		Structures-shell structures		Food-healthy and varied diet
Narional Curriculum objectives		Designing - Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making - Order the main stages of making. - Select from and use tools and equipment to cut, shape, join and finish with		Designing - Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. - Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making - Order the main stages of making. - Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.		Designing - Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making - Plan the main stages of a recipe, listing ingredients, utensils and equipment. - Select and use appropriate utensils and

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		some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.		• Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.		equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.
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Long Term Plan for Design Technology Year 3 and Year 4

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How would you use a moving model to explain a volcano?	What makes the basis of a good soup recipe?			How does a flat paper pattern turn into a pencil case?
Key Learning		Mechanical systems-levers and linkages	Food-healthy and varied diet			Textiles-2D shape to 3D product
National Curriculum objectives		Designing • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating.	Designing • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment.			Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g.

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		Evaluating - Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding - Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the project.	- Select and use appropriate utensils and equipment to prepare and combine ingredients. - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding - Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. - Know and use relevant technical and sensory vocabulary appropriately.			strength, and aesthetic qualities e.g. pattern. Evaluating - Investigate a range of 3-D textile products relevant to the project. - Test their product against the original design criteria and with the intended user. - Take into account others' views. - Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding - Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances. - Know and use technical vocabulary relevant to the project.
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Long Term Plan for Design Technology Year 5 and Year 6

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How can 3 pieces of fabric make a 3D object?	What foods typically form part of a South American diet?		How does a ferris wheel turn?	
Key Learning		Textiles-combining different fabric shapes	Food-celebrating culture		Mechanical systems-pulleys or gears	
Narional Curriculum objectives		Designing • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step	Designing • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, information and communication technology as appropriate to develop and communicate ideas. Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and		Designing • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.	

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		plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately. Evaluating • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Know how to use utensils and equipment including heat sources to prepare and cook food. • Know and use relevant technical and sensory vocabulary.		• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. Technical knowledge and understanding • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	
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Long Term Plan for Design Technology Year 5 and Year 6

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Where would a spider want to live?		How do the seasons affect the availability of food?			How can you use electrical circuits to improve a game?
Key Learning	Structures-frame structures		Food-seasonality			Electrical systems-more complicated systems and switches
Narional Curriculum objectives	Designing - Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. - Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making - Formulate a clear plan, including a step-by-step list of what needs to be done		Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making - Write a step-by-step recipe, including a list of ingredients, equipment and utensils			Designing - Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. - Generate and develop innovative ideas and share and clarify these through discussion. - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Making - Formulate a step-by-step plan to guide making, listing tools, equipment,

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	and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. Technical knowledge and understanding • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.		• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.		materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Evaluating • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. Technical knowledge and understanding • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
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