

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 6 DT	Autumn Waistcoats	Spring Electric Hand Game	Summer Come Dine with Me
Values	Friendship and Love	Respect and Responsibility	Perseverance and Hope
National Curriculum	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) • understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) • apply their understanding of computing to program, monitor and control their products 		

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Overview	Drawing inspiration from famous waistcoat wearers, children design a waistcoat for a teddy based on a theme of their choice	Children will create a steady hand game, including electrical circuits to improve the fine motor skills of the children in EYFS. The final products will be shared with their audience and surveys taken to create a final evaluation.	Children will research and practise cooking some simple meals to support in designing and making a 2 course meal, to be shared with an audience. The audience will survey the food and support with evaluations.
What we need to know Red Hill Riches	Materials can be attached to other materials using a running stitch Items can be attached to a final design eg button, lapel, pocket Design criteria can be created based on project brief and skills Products should be evaluated against a design criteria	Games can support fine motor skills An electrical circuit can have a switch to set off a buzzer Materials should be handled carefully and selected appropriately to prevent electrical conductivity You can evaluate a product by surveying an audience	A meal can be assessed against the Eat Well plate to ensure it is balanced A baking recipe can be adapted A main course can be adapted Certain foods should be prepared separately to avoid cross-contamination
Links to prior knowledge (footprints)	To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. To understand that a product's function relies on material choices. To identify and explain some materials and explain their aesthetic and/or functional properties.	To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.	To understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.
Vocabulary	Annotate, decorate, design, criteria, fabric, waistcoat, waterproof	circuit, switch, steady, assemble, fine motor skills	Equipment, flavours, ingredients, method, research, recipe, bridge method, cookbook, cross-contamination, preparation, course, starter, main, dessert, ingredients

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<p>Excellence</p> <p>Enjoyment</p> <p>Everyone</p> <p>Everything</p>	<p>Excellence: Understanding the significance of a design brief and exploring how textiles can be used to create beautiful and useful items.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Excellence: Exploring quality electrical devices and using these to inspire our own designs.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Excellence: Tasting, describing and exploring healthy ingredients.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>
<p>Disciplinary Knowledge</p>	<p>Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.</p> <p>Annotating designs.</p> <p>Using a template when pinning panels onto fabric.</p> <p>Marking and cutting fabric accurately, in accordance with a design.</p> <p>Sewing a strong running stitch, making small, neat stitches and following the edge.</p> <p>Tying strong knots.</p> <p>Decorating a waistcoat – attaching objects using thread and adding a secure fastening.</p> <p>Learning different decorative stitches.</p> <p>Sewing accurately with even regularity of stitches.</p> <p>Evaluating work continually as it is created.</p>	<p>Developing design criteria based on findings from investigating existing products.</p> <p>Developing design criteria that clarifies the target user.</p> <p>Altering a product's form and function by tinkering with its configuration.</p> <p>Making a functional series circuit, incorporating a motor.</p> <p>Constructing a product with consideration for the design criteria.</p> <p>Breaking down the construction process into steps so that others can make the product.</p> <p>Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.</p>	<p>Writing a recipe, explaining the key steps, method and ingredients.</p> <p>Following a recipe, including using the correct quantities of each ingredient.</p> <p>Adapting a recipe based on research.</p> <p>Working to a given timescale.</p> <p>Working safely and hygienically with independence.</p> <p>Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</p> <p>Taste testing and scoring final products.</p> <p>Suggesting and writing up points of improvements in productions.</p>

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