

CYCLE A		
Year 1/2 DT Curriculum		
Autumn <u>Mechanisms (wheels and axels)</u>	Spring <u>Textiles</u>	Summer <u>Food</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • To explore and use wheels, axles and axle holders. • To distinguish between fixed and freely moving axles. • To know and use technical vocabulary relevant to the project. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • To understand that a 3D textile structure can be made from two identical fabric shapes • To understand how to join fabrics using different techniques • To measure, cut and join textiles to make a product, with some support • To select suitable textiles for a product • To explore different finishing techniques • To know and use technical vocabulary relevant to the project 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • To understand that all food comes from plants and animals • To describe the differences between some food groups (i.e. sweet, vegetable etc.) • To discuss how fruit and vegetables are healthy • To understand the need for a healthy balanced diet • To use techniques such as cutting, peeling and grating • To explain hygiene and how to prepare food hygienically • To follow a simple recipe • To know how to use techniques such as cutting, peeling and grating • To understand that food comes from around the world

Year 3/4 DT Curriculum		
Autumn <u>Mechanisms (levers and linkages)</u>	Spring <u>Electrical</u>	Summer <u>Mechanisms (pulleys)</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products linked to science coverage. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Understand and use pulley mechanisms.
Year 5/6 DT Curriculum		
Autumn <u>Structures (bridges)</u>	Spring <u>Mechanisms</u>	Summer <u>Electrical</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • 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. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Refine product after testing, considering aesthetics, functionality and purpose incorporate hydraulics and pneumatics <p>Use cams, pulleys and gears to create movement</p>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products linked to science coverage. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Disciplinary Knowledge		

CYCLE B		
Year 1/2 Science Curriculum		
Autumn <u>Mechanisms (sliders)</u>	Spring <u>Textiles</u>	Summer <u>Structures</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> To explore and use sliders and levers To understand that different mechanisms produce different types of movement. To know and use technical vocabulary relevant to the product. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> To understand that a 3D textile structure can be made from two identical fabric shapes To understand how to join fabrics using different techniques To measure, cut and join textiles to make a product, with some support To select suitable textiles for a product To explore different finishing techniques To know and use technical vocabulary relevant to the project 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> To know how to make a structure stronger, stiffer and more stable. To begin to measure and join materials, with some support. To know and use technical vocabulary relevant to the project. To describe some different characteristics of materials join materials in different ways.
Year 3/4 Science Curriculum		
Autumn <u>Structures (shell structures)</u>	Spring <u>Textiles</u>	Summer <u>Food</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Know and use technical vocabulary relevant to the project. 	<p>Children will know by the end of this unit:</p> <p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <ul style="list-style-type: none"> Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. 	
Year 5/6 Science Curriculum		
Autumn <u>Mechanisms (wheels and axels)</u>	Spring <u>Textiles</u>	Summer <u>Food</u>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • 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. <p>Know and use technical vocabulary relevant to the project.</p>	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. • Know and use technical vocabulary relevant to the project. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • 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.
Disciplinary Knowledge		