

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Topic Title Year A	Toy Story	The Great Fire of London	Pets at Home	People who help us	Treasure	Amazing Australia!
<p>Design and Technology</p>	<p>Design and make a toy vehicle</p> <p>Design§ 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 Make § select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate§ explore and evaluate a range of existing products§ evaluate their ideas and products against design criteria Technical knowledge § 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>Building a run for a hamster</p> <p>Design§ 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 Make § select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate§ explore and evaluate a range of existing products§ evaluate their ideas and products against design criteria Technical knowledge § 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>Design and make own pirate flag (textiles) Making a lunch for a pirate Making sandwiches Biscuits in different shapes? Make link with Art</p> <p>Design§ 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 Make § select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate§ explore and evaluate a range of existing products§ evaluate their ideas and products against design criteria Technical knowledge § build structures, exploring how they can be made stronger, stiffer and</p>	

					<p>more stable§ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Food Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	
	<p>Focus on the use of wheels and axles</p> <p>Materials - Cut materials safely using tools provided.</p> <ul style="list-style-type: none"> □ Materials - Measure and mark out to the nearest centimetre. □ Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). □ Materials - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). □ Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles). <p>Design and Make</p> <ul style="list-style-type: none"> □ Design products that have a clear purpose and an intended user. □ Make products, refining the design as work progresses. <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. 		<p>Focus on making things stronger, stiffer and more stable</p> <p>Materials - Cut materials safely using tools provided.</p> <ul style="list-style-type: none"> □ Materials - Measure and mark out to the nearest centimetre. □ Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). □ Materials - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). □ Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles). <p>Design and Make</p> <ul style="list-style-type: none"> □ Design products that have a clear purpose and an intended user. □ Make products, refining the design as work progresses. <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. 		<ul style="list-style-type: none"> □ Materials - Cut materials safely using tools provided. □ Materials - Measure and mark out to the nearest centimetre. □ Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). □ Materials - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). □ Textiles - Shape textiles using templates. □ Textiles - Join textiles using running stitch. □ Textiles - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Design and Make</p> <ul style="list-style-type: none"> □ Design products that have a clear purpose and an intended user. □ Make products, refining the design as work progresses. <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. 	

	□ Suggest improvements to existing designs.		□ Suggest improvements to existing designs.		□ Suggest improvements to existing designs. Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales.	
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Topic Title Year B	Ghastly events	Extreme Weather	Royal Party Time!	How does your garden grow?	Amazing Africa! Kenya	Sailing across the sea
Design and Technology		<p>Lever book – based on different types of weather</p> <p>Levers and winding mechanisms</p> <p>Share books with other chn</p> <p>Design § 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 Make § select from and use a range of tools and</p>	<p>Design, make and evaluate products that can be used at the Royal Party.</p> <p>Invite people to the party – Governors/local VIPs?</p> <p>Make link with Art</p> <p>Depends on what the chn decide to make. This could cover food, textiles (bunting/banners) or construction.</p>		<p>1 or 2 lessons for Art and the n mainly focus on D&T Finger puppet of an African animal</p> <p>Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>Seaside snacks/ Prepare a lunch for the Lighthouse keeper</p> <p>Fruit kebab Pastry wheel</p> <p>♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. Design ♣ design purposeful, functional, appealing products for themselves and other</p>

		<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate§ explore and evaluate a range of existing products§ evaluate their ideas and products against design criteria</p> <p>Technical knowledge § 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>example, cutting, shaping, joining and finishing]</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>Evaluate</p> <p>§ explore and evaluate a range of existing products</p> <p>♣ evaluate their ideas and products against design criteria</p>	<p>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>Make</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>Evaluate</p> <p>♣ explore and evaluate a range of existing products</p> <p>♣ evaluate their ideas and products against design criteria</p>
		<p>☐ Mechanics - Create products using levers and winding mechanisms.</p> <p>☐ Materials - Cut materials safely using tools provided.</p>	<p>Design and Make</p> <p>☐ Design products that have a clear purpose and an intended user.</p> <p>☐ Make products, refining the design as work progresses.</p>		<p>☐ Materials - Cut materials safely using tools provided.</p> <p>☐ Materials - Measure and mark out to the nearest centimetre.</p> <p>☐ Materials - Demonstrate a range of cutting and shaping</p>	<p>☐ Food - Cut, peel or grate ingredients safely and hygienically.</p> <p>Design and Make</p> <p>☐ Design products that have a clear</p>

		<ul style="list-style-type: none"> □ Materials - Measure and mark out to the nearest centimetre. □ Materials - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). □ Materials - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). □ Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles). <p>Design and Make</p> <ul style="list-style-type: none"> □ Design products that have a clear purpose and an intended user. □ Make products, refining the design as work progresses. <p>Create products using levers and winding mechanisms.</p> <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. □ Suggest improvements to existing designs. 	<p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. □ Suggest improvements to existing designs. <p>Other skills will depend on what the chn decide to do (Food/textiles...)</p> <ul style="list-style-type: none"> □ Food - Cut, peel or grate ingredients safely and hygienically. □ Food - Measure or weigh using measuring cups or electronic scales. □ Textiles - Shape textiles using templates. □ Textiles - Join textiles using running stitch. □ Textiles - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 		<ul style="list-style-type: none"> techniques (such as tearing, cutting, folding and curling). □ Materials - Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). □ Textiles - Shape textiles using templates. □ Textiles - Join textiles using running stitch. □ Textiles - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Design and Make</p> <ul style="list-style-type: none"> □ Design products that have a clear purpose and an intended user. □ Make products, refining the design as work progresses. <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. □ Suggest improvements to existing designs. 	<p>purpose and an intended user.</p> <ul style="list-style-type: none"> □ Make products, refining the design as work progresses. <p>Inspiration</p> <ul style="list-style-type: none"> □ Explore objects and designs to identify likes and dislikes of the designs. □ Suggest improvements to existing designs.
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□ Electrical and electronics - Diagnose faults in battery- operated devices (such as low battery, water damage or battery terminal damage).
This key indicator has not been covered in the above long-term plans - electrical systems are not specifically mentioned in the KS1 Curriculum.
This could be discussed when using the Beebots if they are not working or when you are exploring a range of existing products.

Topic Title	Ooh La La! Europe - Focus on France	Remarkable Romans	Sound?	Food Glorious Food	Anglo-Saxons and Scots	What's beneath my feet? Rocks and Fossils
Design and Technology	<p>Tie in with 'French Day' Therefore a one-off session. Make a _____ (Link with the European country- France)</p> <p>Make a quiche Process of making pastry.</p> <p>(2021 – flamiche)</p> <p>§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Investigate the use of columns and arches. Make a stand to display Roman bust.</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Make own instruments which can change in volume and pitch.</p> <p><i>Invite other classes to watch a piece of music/show instruments to</i></p> <p>Look at the history of Fendor guitars?</p>	<p>Seasonal food Summer. Cooking and nutrition Packaging Bread - Warburtons</p> <p>Understand and apply the principles of a healthy and varied diet§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		

	<ul style="list-style-type: none"> □ Food - Prepare ingredients hygienically using appropriate utensils. □ Food - Measure ingredients to the nearest gram accurately. 	<ul style="list-style-type: none"> □ Materials - Cut materials accurately and safely by selecting appropriate tools. □ Materials - Measure and mark out to the nearest millimetre. □ Materials - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). □ Materials - Select appropriate joining techniques. □ Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. 	<ul style="list-style-type: none"> □ Materials - Cut materials accurately and safely by selecting appropriate tools. □ Materials - Measure and mark out to the nearest millimetre. □ Materials - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). □ Materials - Select appropriate joining techniques. □ Construction - Choose suitable techniques to construct products or to repair items. Design and Make □ Design with purpose by identifying opportunities to design. □ Make products by working efficiently (such as by carefully selecting materials). □ Refine work and techniques as work progresses, continually evaluating the product design. □ Improve upon existing designs, giving reasons for choices. 	<ul style="list-style-type: none"> □ Food - Prepare ingredients hygienically using appropriate utensils. □ Food - Measure ingredients to the nearest gram accurately. □ Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Design and Make □ Design with purpose by identifying opportunities to design. □ Improve upon existing designs, giving reasons for choices. 		
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			□ Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.			
	<p>Design 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>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping...], 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> <p>Evaluate 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> <p>Technical knowledge 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 §apply their understanding of computing to program, monitor and control their products.</p>					

Topic Title	Stone Age -Iron age	Extreme Survival!	Journey to Ancient Egypt	United Kingdom	Eastern Europe
Design and Technology	Share time with Art Night light (fits in with Science) (Crumble - night light) apply their understanding of computing to program, monitor and control their products. https://redfernelectronics.co.uk/projects/sparkle-nightlight-project/ Anglepoise lamp – G. Carwardine	Making a winter hat 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 Chanel – hat designer	Make a shaduf (levers). And/or make paper (as they did from papyrus) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Share time with Art Healthy and varied diet Look at Jamie Oliver and Healthy School Meals https://www.jamieoliver.com/features/6-healthy-school-snacks/	Food from Eastern European country – Food – one off session? Vatrushka – Russian ring-shaped pastry

					<p>Healthy after school snacks Sweet potato muffins Granola bars</p> <p>Understand and apply the principles of a healthy and varied diet§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Sharlotka – Russian apple pie Bohemian kolaches</p> <p>Khachapuri – cheese pies</p>
	<ul style="list-style-type: none"> □ Electricals and electronics - Create series and parallel circuits. □ Materials - Cut materials accurately and safely by selecting appropriate tools. □ Materials - Measure and mark out to the nearest millimetre. □ Materials - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). □ Materials - Select appropriate joining techniques. □ Construction - Choose suitable techniques to construct products or to repair items. □ Design with purpose by identifying opportunities to design. □ Make products by working efficiently (such as by carefully selecting materials). □ Refine work and techniques as work progresses, continually evaluating the product design. 	<ul style="list-style-type: none"> □ Textiles - Understand the need for a seam allowance. □ Textiles - Join textiles with appropriate stitching. □ Textiles - Select the most appropriate techniques to decorate textiles. □ Identify some of the great designers in all of the areas of study to generate ideas for designs. □ Improve upon existing designs, giving reasons for choices. □ Design with purpose by identifying opportunities to design. □ Make products by working efficiently (such as by carefully selecting materials). □ Refine work and techniques as work progresses, continually evaluating the product design. 	<ul style="list-style-type: none"> □ Construction - Choose suitable techniques to construct products or to repair items. □ Mechanics - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). □ Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. 	<ul style="list-style-type: none"> □ 	<ul style="list-style-type: none"> □ Food - Prepare ingredients hygienically using appropriate utensils. □ Food - Measure ingredients to the nearest gram accurately. Design and Make □ Design with purpose by identifying opportunities to design. □ Make products by working efficiently (such as by 	

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Design 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

Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping...], 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

Evaluate 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

Technical knowledge 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 §**apply their understanding of computing to program, monitor and control their products.**

Topic Title Year A	Riotous Royalty Aspect or theme beyond 1066 - changing powers of monarchs (Henry VIII) Queen Victoria - Victorians?		Around the world in 80 days	Victorious Vikings Viking and Anglo Saxon	Shaking and exploding Earthquake, zones and volcanoes	Local study - Gillingham /SP How we are linked
Design and Technology	Art	<p>Crumble – Royal portraits with moving eyes?</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>https://redfernelectronics.co.uk/projects/moving-eyes-project/</p> <p><i>Research local link/parent skills with electronics/computing and invite in.</i></p>	Art	Art	<p>Building a structure - withstand an earthquake</p> <p>Look at designers and buildings in countries where Earthquakes often happen. What ideas can they make use of in their own designs?</p>	<p>(1 or 2 sessions on Art)</p> <p>Food - savoury dishes - where ingredients are grown/reared</p> <p>Shepherd's Pie</p> <p>Understand and apply the principles of a healthy and varied diet§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

	<ul style="list-style-type: none"> □ Construction - Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). □ Mechanics - (recapping slider/lever) □ Mechanics - Use innovative combinations of electronics (or computing) and mechanics in product designs. □ Materials - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). □ Materials - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). □ Make products through stages of prototypes, making continual refinements. □ Ensure products have a high- quality finish, using art skills where appropriate. □ Evaluate the design of products so as to suggest improvement to the user experience. 			<ul style="list-style-type: none"> □ Materials - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). □ Materials - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). □ Construction - Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). □ Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. □ Create innovative designs that improve upon existing products. □ Evaluate the design of products so as to suggest improvement to the user experience. □ Make products through stages of prototypes, 	<ul style="list-style-type: none"> □ Food - Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). □ Food - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. □ Food - Demonstrate a range of baking and cooking techniques. □ Food - Create and refine recipes, including ingredients, methods, cooking times and temperatures. □ Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. □ Create innovative designs that improve upon existing products. □ Evaluate the design of products so as to suggest improvement to the user experience. □ Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
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Evaluate 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

Technical knowledge 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 §apply their understanding of computing to program, monitor and control their products.

Topic Title Year B	To infinity and beyond - Science heavy	Aspect or theme beyond 1066 - significant turning point in British History - WWI / WWII Battle of Britain	Mayans	Vanishing Rainforests -Link to Kenya	Ancient Greeks	A local history study -Shaftesbury - Gold Hill/St Peter's Church/The Abbey
Design and Technology	<p>Orbiting planets – Crumble project</p> <p>Link with Science. Create a model to show how the moon orbits the Earth/Earth orbits the sun. apply their understanding of computing to program, monitor and control their products.</p> <p>Adapt Santa project and replace with moon/Earth. https://redfernelectronics.co.uk/ projects/spinning-santa/ <i>Invite classes to view their work and explain what they have done.</i></p>	Art	Art	<p>Moving rainforest animals with cams</p> <p>Moving animals with cams understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages</p> <p>Look at the history and past designers of mechanical wooden toys.</p> <p><i>Invite other classes to come and see their toys.</i></p>	Art	<p>Textiles-sewing - tapestry Dorset buttons</p> <p>Creating a 'tapestry/patchwork blanket' to reflect the history of the local area. Look at Shaftesbury button makers.</p>

	<ul style="list-style-type: none"> □ Construction - Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). □ Mechanics - Use innovative combinations of electronics (or computing) and mechanics in product designs. Use of a pivot. □ Materials - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). □ Materials - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). □ Make products through stages of prototypes, making continual refinements. □ Ensure products have a high-quality finish, using art skills where appropriate. □ Evaluate the design of products so as to suggest improvement to the user experience. 		<ul style="list-style-type: none"> Mechanics - Convert rotary motion to linear using cams. □ Materials - Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). □ Materials - Show an understanding of the qualities of materials to choose □ appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). □ Construction - Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). □ Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. □ Ensure products have a high-quality finish, using art skills where appropriate. 	<ul style="list-style-type: none"> □ Textiles - Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). □ Textiles - Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). □ Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. □ Evaluate the design of products so as to suggest improvement to the user experience.
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