

## DT Medium Term Planning

### Cycle A

Year group 5/6	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<b>Autumn 2</b> Stuffed toys (Textiles)	<ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>		
<b>GDS Opportunities</b>	<ul style="list-style-type: none"> <li>Do they think what the user would want when choosing textiles?</li> <li>How have they made their product attractive and strong?</li> </ul>				

- Can they make up a prototype first?
- Can they use a range of joining techniques?
- Are their measurements accurate enough to ensure that everything is precise?
- How have they ensured that their product is strong and fit for purpose?
- Have they thought about how their product could be sold?
- Have they given considered thought about what would improve their product even more?

**Spring 2**  
Pop up books  
(Mechanisms)

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**GDS Opportunities**

- Can they justify why they selected specific materials?

- Can they work within a budget?
- How have they ensured that their work is precise and accurate?
- Can they hide joints so as to improve the look of their product?

**Summer 2**  
Navigating the World  
(Digital worlds)

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**GDS Opportunities**

- Can they incorporate a switch into their product?
- Can they refine their product after testing it?
- Can they incorporate hydraulics and pneumatics?

**Cycle B**

Year group 5/6	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<p><b>Autumn 2</b> Come dine with me (Food and Nutrition)</p>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<ul style="list-style-type: none"> <li>Understand and apply principles of a healthy and varied diet</li> <li>Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>Can they describe what they do to be both hygienic and safe?</li> <li>How have they presented their product well?</li> <li>Can they explain how their product should be stored with reasons?</li> <li>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>				
<p><b>Spring 2</b> Bridges (Structures)</p>	<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design</li> </ul>	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	

	<p>products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p>joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<p>criteria and consider the views of others to improve their work</p>		
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Does their product meet all design criteria?</li> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> <li>• Can they justify why they selected specific materials?</li> <li>• Can they work within a budget?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>				
<p><b>Summer 2 Doodlers</b> (Electrical systems)</p>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional,</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example,</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex</li> </ul>	

	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>cutting, shaping, joining and finishing], accurately</p>	<p>their own design criteria and consider the views of others to improve their work</p>	<p>structures</p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Can they use different kinds of circuits in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> </ul>				