

Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

Year 6

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> |
|--|---|-----------------|
| Enquiry Questions | | |
| | Can I showcase a range of textile techniques? | |
| Outcomes | | |
| | Evaluate current textile decorations. Design my own textile decoration. Make a textile decoration. Evaluate my product against my design. | |
| Linked Texts | | |
| | | |
| Linked Experiences | | |
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| Overview | | |
| | The children will evaluate current textile decorations, discussing the purpose and audience the product is for. They will identify stitches in current products and patterns used in current products. The children will use this evaluation to design a product that shows their sewing ability. They will create pattern-piece diagrams to highlight stitches used inside and outside the product. Furthermore they will identify which materials to use and show accurate measurements. In the making process, children will measure templates and material accurately as well as use a range of stitches to attach material together. They will add key details to make the product aesthetically pleasing to their audience. Once their product is complete, the children will self and peer evaluate their product against their original design, discussing areas they found difficult and parts they would alter to meet the needs of the 6 areas of Design and Technology. (<i>User, purpose, innovation, authenticity, functionality, design decision</i>). | |
| Knowledge and/or Skills Covered | | |
| | Plan in detail with preliminary studies, linking to what they have studied and explaining their choices. Make sophisticated comments about the limitations of the function and purpose of their product, with reference to different audiences. | |

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| | <p>Constructively critique their peers' work and help with the improvements if appropriate. Accurate linear/area measuring tools. Make reasonable estimations of length. Analyse their own and others' responses to their design, making improvements if appropriate. Help improve peers' designs where that offer is welcomed.</p> | |
| National Curriculum Attainment Targets | | |
| | <p>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. 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 (textiles) according to their functional properties and aesthetic qualities. 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.</p> | |
| Important Vocabulary | | |
| | <p>Simultaneous, Attribute, Controversy, Authentic, Maquette, Concentric, Radial, Intersecting.</p> | |

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| <i>Spring 2</i> | <i>Summer 1</i> | <i>Summer 2</i> |
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| Enquiry Questions | | |
| | Can I knead dough? Can I use different holds to cut vegetables? Can I use a range of kitchen utensils? | Can I build a programmable piece of equipment? |
| Outcomes | | |
| | Design a healthy meal Make a healthy meal Evaluate the healthiness of my meal | Evaluate Design Make Evaluate |
| Linked Texts | | |
| Linked Experiences | | |
| Overview | | |
| | Children will discuss a varied balance diet and think about ingredients that could be used (where they come from, how are they processed?). During the session, children will use a range of kitchen utensils to chop vegetables. They will use their prior knowledge of kneading dough for pastry and be supervised whilst they use oven gloves to handle hot food. At the end of the session, children will evaluate their meal and discuss what made it healthy as well as share ideas about how they could change it to become part of a varied diet. | |
| Knowledge and/or Skills Covered | | |
| | Use large knives on hard vegetables like suede (<i>supervised</i>) Sieving flour Kneading dough (pastry) Handle hot food with oven gloves (<i>supervised</i>) | |
| National Curriculum Attainment Targets | | |
| | 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. | 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. |

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| | | <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> |
| Important Vocabulary | | |
| | <p>Authentic, Controversy, Processed, Ingredients, Knead, Handle, Safety, Utensils</p> | |