

## Caslon Design and Technology Curriculum 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>		<p style="text-align: center;"><b>Dinosaur habitat (Dinosaur discovery)</b></p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Select from and use materials and components, including construction materials and textiles, according to their characteristics.</p>			<p style="text-align: center;"><b>Make a model rainforest including textiles (Amazon)</b></p> <p>Compare ideas and products with design criteria explaining how closely a final product matches the design criteria or plans.</p>	<p style="text-align: center;"><b>Make instruments (Twist and shout)</b></p> <p>Design purposeful., functional, appealing products for themselves and others based on design criteria.</p> <p>Select from and use materials and components, including construction materials and textiles, according to their characteristics.</p>
<b>Year 2</b>		<p style="text-align: center;"><b>Build your ideal classroom/ outdoor area (Then and Now)</b></p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Select from and use materials and components, including construction materials and textiles, according to their characteristics.</p> <p>Compare ideas and products with design criteria explaining how closely a final product matches the design criteria or plans.</p>	<p style="text-align: center;"><b>Making smoothies (Brilliant bodies)</b></p> <p>Explore a broad range of food and food types beginning and simply prepare food for cooking i.e. peel, chop, grate.</p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p>			<p style="text-align: center;"><b>Fairground ride (Roll up, roll up)</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use materials and components, including construction materials and textiles, according to their characteristics.</p>
<b>Year 3</b>	<p style="text-align: center;"><b>Banana Bread (It's not fair!)</b></p> <p>Explore a broad range of food and food types beginning and simply prepare food for cooking i.e. peel, chop, grate.</p> <p>Conduct research from potential users of a product</p>		<p style="text-align: center;"><b>Paper planes/gliders (Trail blazers)</b></p> <p>Generate, develop, model and communicate design ideas through discussion and annotated sketches.</p> <p>Consider how existing</p>			<p style="text-align: center;"><b>Marble Mazes (Zeus)</b></p> <p>Generate, develop, model and communicate design ideas through discussion and annotated sketches.</p> <p>Select from and use a wide</p>

	<p>to inform, adapt or change the design of a product.</p> <p>Measure, weigh and combine a range of ingredients to cook specific dishes.</p> <p>Evaluate ideas and product against their own criteria and consider the views of others to make improvements.</p> <p>Understand where food comes from.</p>		<p>products are suitable to their uses and how they could be developed to make them more useful.</p> <p>Evaluate design and ideas against their own design criteria and consider the views of others to make improvements.</p>			<p>range of materials and components, including construction materials and textiles, beginning to consider material characteristics and appropriateness for task.</p>
<b>Year 4</b>	<p><b>Windmills (Dudley and beyond)</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Generate, develop, model and communicate design ideas through discussion and annotated sketches, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Evaluate design and ideas against their own design criteria and consider the views of others to make improvements.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p><b>Model Fort (Merlin)</b></p> <p>Consider how existing products are suitable to their uses and how they could be developed to make them more useful.</p> <p>Generate, develop, model and communicate design ideas through discussion and annotated sketches, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials and components, including construction materials and textiles, beginning to consider material characteristics and appropriateness for task.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>				<p><b>Textiles – A glo-Saxon burhs (Savage settlers)</b></p> <p>Generate, develop, model and communicate design ideas through discussion and annotated sketches, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluate design and ideas against their own design criteria and consider the views of others to make improvements.</p>

		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.				
<b>Year 5</b>		<p><b>Volcanoes (Catastrophe)</b></p> <p>Select, use and combine a range of materials according to their functional properties and aesthetic qualities.</p> <p>Evaluate ideas and products demonstrating modifications as a result of ongoing evaluation.</p>		<p><b>Shadufs (Mummified)</b></p> <p>Understand and use mechanical systems in products (for example, gears, pulleys, levers, cams and linkages)</p> <p>Select from and use a wide range of materials and components, including construction materials and textiles, beginning to consider material characteristics and appropriateness for task.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>		<p><b>Bridge Building (What the Dickens)</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Select, use and combine a range of materials according to their functional properties and aesthetic qualities.</p> <p>Apply an understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Evaluate ideas and products demonstrating modifications as a result of ongoing evaluation.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
<b>Year 6</b>				<p><b>Wartime celebration cake (The Blitz)</b></p> <p>Use research to develop design criteria to inform the</p>	<p><b>(Digital Dragon's Den)</b></p> <p>Use research and develop design criteria to inform the design of innovative,</p>	→

				<p>design of innovative, functional, appealing products that are fit for purpose and are aimed at a particular audience.</p> <p>Combine accurately measures ingredients using a range of techniques, i.e. mixing and kneading, to create and improve specific and own dishes.</p> <p>Explore and evaluate a range of existing products.</p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>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>Investigate and analyse a range of existing products.</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>	
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**Design and Technology disciplines**

**Mechanical products:** Products that have working, moveable parts

**Food technology:** Design recipes and create food products while learning about nutrition.

**Resistant materials technology:** Work with materials like metals, plastic, wood, and use them to make interesting products.

**Textiles technology:** Learn about different fabrics, how they are made, and ways you can use them to create products.

	Mechanical products	Food technology	Resistant materials technology/ models	Textiles technology
Year 1			✓ ✓	✓
Year 2	✓	✓	✓	
	✓	✓	✓	✓
Year 3		✓	✓ ✓	
Year 4	✓		✓	✓
	✓	✓	✓	✓
Year 5	✓		✓ ✓	
Year 6		✓		
	✓	✓	✓	