

Year 6		DT		Provision Audit across the Year/Key Stage
Autumn		Spring	Summer	
<p>Children to create a WWII dish using knowledge of WWII topic</p> <ul style="list-style-type: none"> To understand and apply the principles of a healthy and varied diet To prepare and cook a dish using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>To work collaboratively to design an app interface <i>3 term project cross curricular with computing</i></p> <ul style="list-style-type: none"> To use wire framing tools to create a design prototype of their app To develop or source the individual interface components (media assets) they will use To address accessibility and inclusion issues To document their design decisions and the process they've followed 		<p>To create a Monet inspired textile for their topic books</p> <ul style="list-style-type: none"> To introduce or widen their knowledge of a range of techniques using textile materials. To learn basic sewing skills and stitches. <p>To work collaboratively to create a monster/robot with an electrical circuit.</p> <ul style="list-style-type: none"> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors 	<p>To work collaboratively to create a chocolate inspired product for Mr Wonka's factory</p> <ul style="list-style-type: none"> 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 To prepare and cook a dish using a range of cooking techniques <p>To create a set design for the class Shakespeare play.</p> <ul style="list-style-type: none"> 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 understand how key events and individuals in design and technology have helped shape the world 	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, 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>Evaluate</p> <ul style="list-style-type: none"> 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>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and

				<p>linkages</p> <ul style="list-style-type: none">▪ understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors▪ apply their understanding of computing to programme, monitor and control their products
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