

Loseley Fields Primary School
DT Curriculum – KS2

Year Three		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 – Mythological Marvels	<p>Cooking – pita flat breads</p> <p style="color: purple;">Linked to history</p> <p>Construction – moveable Trojan horse</p> <p style="color: purple;">Linked to literacy</p> <p style="color: purple;">Linked to history</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Make drawings with labels when designing. • Demonstrate hygienic food preparation and storage. • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. • Disassemble and evaluate familiar products. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose
	Autumn 2 – Local Heroes	<p>Construction – model building (of school grounds from drawn maps)</p> <p style="color: purple;">Linked to geography</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.

Loseley Fields Primary School
DT Curriculum – KS2

			<ul style="list-style-type: none"> • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose
	Spring 1 – Conflict : Resolution	<p>Construction – catapults</p> <p>Linked to history</p> <p>Construction – design and construct weapons/shields.</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
	Spring 2 – Why Settle?	<p>Construction – Tudor houses</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas.

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Sewing – Tudor roses (before moving on – could move to Sp1 if better suited)</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Measure, tape or pin, cut and join fabric with some accuracy. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.
	<p>Summer 1 – Cycles in Nature</p>	<p>Construction – bug hotels</p> <p>Linked to science</p> <p>Construction – insect shadow puppets</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s.

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Linked to science</p>	<ul style="list-style-type: none"> • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. • Disassemble and evaluate familiar products.
	<p>Summer 2 – Eastern Exploration</p>	<p>Construction – Design and build a useable bridge</p> <p>Linked to science</p>	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with labels when designing. • Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT). • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose. • Disassemble and evaluate familiar products.
		<p>Cooking – Indian style buffet</p> <p>Linked to geography</p>	<p>2.</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting. • Make drawings with labels when designing. • Demonstrate hygienic food preparation and storage. • Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.

Loseley Fields Primary School
DT Curriculum – KS2

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| | | | <ul style="list-style-type: none">• Disassemble and evaluate familiar products. |
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Loseley Fields Primary School
DT Curriculum – KS2

Year Four		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 – Exciting Expeditions	Construction/sewing – felt dolls of the Monarchs of the House of Stuart Linked to history	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Join and combine materials and components accurately in temporary and permanent ways. • Sew using a range of different stitches, weave and knit. • Measure, tape or pin, cut and join fabric with some accuracy. • Evaluate their work both during and at the end of the assignment.
	Autumn 2 – A Kingdom United	Construction – design and build a ‘Guy’ Linked to history Gunpowder Plot mentioned in Au1 – may want to adjust timings accordingly.	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques • Evaluate their work both during and at the end of the assignment.
	Spring 1 – Restorative Justice	Design – design an ideal ecosystem (can make as models) Linked to science Cooking – Fire of London cakes (the	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Use simple graphical communication techniques. • Evaluate their work both during and at the end of the assignment. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features.

Loseley Fields Primary School
DT Curriculum – KS2

		<p>baked goods which burned down a city)</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Demonstrate hygienic food preparation and storage. • Evaluate their work both during and at the end of the assignment. • Evaluate their products, carrying out appropriate tests.
	<p>Spring 2 – Constellation Exploration</p>	<p>Construction – Sundials</p> <p>Linked to science</p> <p>Construction – Design and create a model of a space rocket / space ride (protect the egg)</p> <p>Linked to literacy</p>	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways. • Evaluate their work both during and at the end of the assignment. • Evaluate their products, carrying out appropriate tests. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways. • Evaluate their work both during and at the end of the assignment.
	<p>Summer 1 – Eurovision</p>	<p>Construction – Design and create your own musical instrument.</p> <p>Linked to music Linked to science</p>	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques

Loseley Fields Primary School
DT Curriculum – KS2

			<ul style="list-style-type: none"> • Join and combine materials and components accurately in temporary and permanent ways. • Evaluate their work both during and at the end of the assignment • Evaluate their products, carrying out appropriate tests.
	<p>Summer 2 – Threads of History</p>	<p>Cooking – Macedonia de Fruita (Spanish Fruit Salad)</p> <p>Linked to geography Linked to Spanish Linked to PSHE</p> <p>Sewing -Tapestry</p> <p>Linked to art</p>	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Select appropriate tools and techniques for making their product. • Demonstrate hygienic food preparation and storage. • Evaluate their work both during and at the end of the assignment. • Evaluate their products, carrying out appropriate tests. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features. • Develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. • Evaluate products and identify criteria that can be used for their own designs. • Join and combine materials and components accurately in temporary and permanent ways. • Sew using a range of different stitches, weave and knit. • Measure, tape or pin, cut and join fabric with some accuracy. • Evaluate their work both during and at the end of the assignment.

Loseley Fields Primary School
DT Curriculum – KS2

Year Five		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 – Rights and Responsibilities	Construction and Sewing – pencil cases	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
	Autumn 2 – Rich v Poor	Cooking – Cupcakes (Marie Antionette) Linked to history	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Weigh and measure accurately (time, dry ingredients, liquids). • Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
	Spring 1 – Rule Britannia	Cooking – hard tack Linked to history Construction – sail boats	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Weigh and measure accurately (time, dry ingredients, liquids). • Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product.

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Linked to history</p>	<ul style="list-style-type: none"> • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
	<p>Spring 2 – Discovery</p>	<p>Cooking – Hangi</p> <p>Linked to geography</p>	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Weigh and measure accurately (time, dry ingredients, liquids). • Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
		<p>Construction – Creating lights ‘Lighting it up’</p> <p>Linked to science</p>	<p>2.</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
<p>Summer 1 – Progress</p>	<p>Construction – Battery-operated wire-loop game</p>	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. 	

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Linked to science</p> <ul style="list-style-type: none"> • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.
	<p>Summer 2 – Geology Rocks!</p> <p>Design and Construction – Mini Greenhouses</p> <p>Linked to science</p> <p>Sewing – Funky Furnishings (cushion cover making)</p>	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identifying a purpose for their product. • Draw up a specification for their design. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. • Use results of investigations, information sources (including ICT) when developing design ideas. • Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Cut and join and with accuracy to ensure a good-quality finish to the product. • Evaluate a product against the original design specification. • Evaluate a product personally and seek evaluation from others.

Loseley Fields Primary School
DT Curriculum – KS2

Year Six		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 – The Industrial Revolution	Construction – moving locks Linked to history/geography	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved.
Autumn 2 – The Social Reformation	Construction – moving toys Linked to history (mildly – Victorian moving toys) Sewing – tapestries (William Morris)	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved. <p>2.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Plan the order of their work, choosing appropriate materials, tools and techniques. 	

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Linked to history</p> <p>Linked to art</p>	<ul style="list-style-type: none"> • Select appropriate tools, materials, components and techniques. • Make modifications as they go along. • Pin, sew and stitch materials together to create a product. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Evaluate against their original criteria and suggest ways that their product could be approved.
	<p>Spring 1 – Votes for Women!</p>	<p>Construction – Bird Box Builders</p> <p>Linked to science</p>	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved.
	<p>Spring 2 – The Americas</p>	<p>Construction – Temples</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved.

Loseley Fields Primary School
DT Curriculum – KS2

		<p>Construction – Jewellery making</p> <p>Linked to history</p>	<p>2.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved.
	<p>Summer 1 – Great Powers Collide</p>	<p>Construction – Anderson/ Morrison shelters</p> <p>Linked to history</p> <p>Cooking – war time recipes</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved. <p>2.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques.

Loseley Fields Primary School
DT Curriculum – KS2

			<ul style="list-style-type: none"> • Use tools safely and accurately. • Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Evaluate against their original criteria and suggest ways that their product could be approved.
	Summer 2 – Moving On	<p>Design and Construction – Fair Grounds</p> <p>Linked to PSHE</p> <p>Cooking – Spanish Food</p> <p>Linked to Spanish Linked to PSHE</p> <p>Design and Construction – Hobbit Holes</p>	<ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be approved. <p>2.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification • Plan the order of their work, choosing appropriate materials, tools and techniques. • Select appropriate tools, materials, components and techniques. • Use tools safely and accurately. • Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. • Achieve a quality product. • Evaluate their products identifying strengths and areas for development, and carry out appropriate tests. • Evaluate against their original criteria and suggest ways that their product could be approved. <p>3.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed, labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.

Loseley Fields Primary School
DT Curriculum – KS2

		Linked to Literacy	<ul style="list-style-type: none">• Plan the order of their work, choosing appropriate materials, tools and techniques.• Select appropriate tools, materials, components and techniques.• Assemble components to make working models.• Use tools safely and accurately.• Construct products using permanent joining techniques.• Make modifications as they go along.• Achieve a quality product.• Evaluate their products identifying strengths and areas for development, and carry out appropriate tests.• Record their evaluations using drawings with labels.• Evaluate against their original criteria and suggest ways that their product could be approved.
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