Mousehole Primary Schoo1: DT Learning Sequence – Year 5 and 6

Term	Autumn A	Spring A	Summer A
Enquiry question	**What could be healthier?**	**Electric Posters**	**Navigating the World**
Curriculum Links	**Food and Nutrition**	**Electrical systems**	**Digital World**
Outcome	Children learn about the farm to fork process. They will understand they key welfare issues for rearing cattle. They will be bale to choose the best tool for food preparation and use it safely. The children will compare the nutritional value of existing sauces and develop a healthier recipe.	Children can create various forms of 'information design' before being briefed to develop an electric museum display based on the Romans.	Children can will design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. They can pitch and explain the product to a guest panel.
Sequence of Learning	**Design**: I can understand where food comes from and the term 'healthy.' **Skills and Finger Fluency:** I can use a tool to peel, chop and slice. **Design**: I can adapt a Bolognese recipe with healthy adaptations. **Make**: I can make safely follow a recipe to produce a healthy Bolognese sauce. **Evaluate**: I can evaluate my design against my design criteria and consider the view of others to improve my work.	**Design:** I can research electrical posters to develop a range of initial ideas. **Skills and Finger Fluency:** I can create a simple circuit that includes a bulb or LED. **Design:** I can develop an initial idea into a final design. **Make:** I can assemble my final product and incorporate a simple circuit. **Evaluate:** I can evaluate my electrical poster according to the design criteria and	**Design:** I can write a design brief and criteria based on a client request. **Skills and Finger Fluency:** I can explore current tools for navigation. **Design:** I can write a program to include multiple functions as part of a navigation device. **Design:** I can develop a product idea through annotated sketches **Make:**

		consider the views of others to improve my work.	I can develop 3D CAD skills to produce a virtual model. **Evaluate**: I can present a pitch to 'sell' the product to a specified client and evaluate my product according to the design criteria and consider the views of others to improve my work.
Vocabulary	method beef reared processed ethical ingredients	circuit battery bulb system component crocodile wires product	navigation client function sustainable design product lifecycle product lifespan

Term	**Autumn B**	**Spring B**	**Summer B**
Enquiry question	**Cross Stitch and Applique Hobby Horses**	**Come Dine with Me**	**Playground**
Curriculum Links	**Materials**	**Food and Nutrition**	**Structures**
Outcome	Children can learn and apply two new stitching techniques – cross stitch and applique. They can utilise these new skills to design and make a hobby horse	Children can consider flavours and textures when designing a three-course meal. They can practice and refine skills for food preparation and consider the desired outcomes of portions and textures.	Children can design and create a playground structure that is designed to be structurally strong using a variety of materials that are selected based on their function. Children's designs will be refined to fit within a chosen landscape.

Sequence of Learning	**Design:** I can research the design of innovative, functional appealing cushions that are fit for purpose, aimed at particular individuals or groups. **Finger fluency**: I can learn how to sew cross-stitch and appliqué. **Design:** I can create my design with annotated sketches, cross-sectional and exploded diagrams. **Make**: I can select appropriate materials according to the functional properties and aesthetic qualities. I can use appliqué and cross stitches. **Make:** I can select appropriate tools and equipment to accurately assemble my product. **Evaluate:** I can evaluate my ideas and products against design criteria and consider the views of others to improve my work.	**Design**: I can explore recipes and explain the use of complimentary flavours. **Design**: I can research and design a three-course meal. **Skills and Finger Fluency:** I can explore techniques to peel, chop, slice ingredients. **Make**: I can prepare ingredients according to my recipe. **Evaluate**: I can review my three-course meal and how the courses complimented each other.	**Design:** I can explore playground structures and consider what is included and why. **Skills and Finger Fluency**: I can manipulate materials and shapes to explore how to create strength in structures. **Design:** I can design a playground to meet the design brief. **Make**: I can make a prototype and explore ways to improve its overall strength and appeal. **Make:** I can adapt my structure so that it fits within the chosen environment and appeals to the target audience. **Evaluate:** I can evaluate my playground structure.
Vocabulary	applique cross stitch running stitch thread seam texture knot	Culinary Complementary Flavours Textures Nutrition	apparatus landscape features cladding playground target audience prototype