

FPA Overview - SUBJECT: Design Technology (DT)

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children work to plan a product for the Bake Off that contains fruit or vegetables. They Peel, chop, grate or squeeze fresh fruit and vegetables to be able to make their creation.</p>	<p>Comics Can... Produce a comic book of heroes and villains from different times and places</p>	<p>Rumble in the Jungle How can we produce a soundtrack for a jungle tale?</p> <p>They pack a picnic basket to take on a jungle adventure, looking at planning a healthy lunch and where the different food being used comes from</p>		<p>Buckets and Spades Plan and design a gallery that brings the seaside to the city</p> <p>Children design and make photo-frames for their seaside pictures and postcards.</p> <p>. They generate their own ideas in designs and cut out a range of materials using appropriate materials and tools. They can describe how well their outcomes meets their original idea / design. They can answer questions about their product and how they made it.</p>	
	1.5a		1.1a, 1.2, 1.5, 1.5b		1.1, 1.3a, 1.3, 1.4, 1.4a	
2	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children work towards designing their Bake Off product to make. They practice basic food hygiene; choose appropriate tools to prepare food products; and describe the ingredients they are using in the process. Children design and make their own bookmarks. They measure, mark and cut out a range of materials in their production.</p> <p>They evaluate their product against their design; they discuss what they like and don't like about it, identifying areas of strength and for improvement</p>		<p>Dinosaur Stomp How can we bring dinosaurs back to life creatively?</p> <p>Children use techniques as required to design their own dinosaur that helps bring them back to life. They generate their ideas based on different designs and materials. They create a simple plan of how to make their product before commencing.</p>		<p>The Really Rural Show How can we recreate the countryside in our city environment?</p> <p>Children produce their own bird-boxes or feeders to encourage wildlife to the school, bringing the countryside to the town.</p> <p>They can describe how to join the materials being used in their product, and explain their choices in the materials being used.</p>	
	2.1, 2.1a 2.5, 2.5a, 2.5b		2.3, 2.4, 2.4a		2.2, 2.3	

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3	A Big Adventure	Sparks will Fly	Around the World in 80 Beats
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children work towards designing their Bake Off product to make. They use heat sources to cook their ingredients.</p> <p>They evaluate their product against their original design and if the outcome is appealing and serves its purpose.</p> <p>Children design and produce their own key artefacts (linking with history and art)</p> <p>One artefact produced must contain as aspect that can move through using a lever, pulley, or gear.</p> <p>They create a design for a product that is appealing, with clear steps to produce it and select the most appropriate tools for a given task</p> <p>They can evaluate through the making process, suggesting changes as necessary.</p>	<p>Challenge: How can we tell the story of fire creatively?</p> <p>Linked to science, children can describe the key features of a healthy diet for a human. They can identify different ingredients as fresh or processed foods. They use this understanding to help them prepare catering for their fireworks event or end of challenge event.</p>	<p>Challenge: Compose an album of songs of the world</p> <p>Children design and produce an album box for their CD. They create a design that is appealing, and plan steps of how to produce it. They describe how their design fulfils its purpose.</p> <p>They work accurately to measure, make cuts and holes in a range of materials.</p>
	3.5a, 3.43.1a, 3.2, 3.3, 3.4a	3.5, 3.5b	3.1,,3.1a, 3.3a
4	A Big Adventure	Toy Makers	Castle Attack!
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children work towards designing their Bake Off product to make. They can explain the rules of food hygiene. They use techniques to combine ingredients effectively. They can evaluate work both during and at the end of the making process</p>	<p>Challenge: Can we design and make a toy that moves?</p> <p>Children design and produce a prototype of a toy that moves. They can explain how their ideas meet set design criteria and purposes for which they are designing. They can describe how existing products with a similar design brief have been effective at their purpose</p> <p>They use technical understanding of electrical components to complete a task lined to Science skills.</p>	<p>Challenge: How can you re-enact a castle attack?</p> <p>Children produce wooden frames castle weapons. They produce a labelled plan, explaining the process of production. They can identify the correct tools to use at each stage of production and use these effectively. They measure, mark out, cut, score, join and assemble the materials effectively.</p>
	4.5, 4.5a, 4.4a	4.5a, 4.4a	4.1a, 4.3, 4.3a

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5	A Big Adventure	Food vs Man	Space Infinity
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children work towards designing their Bake Off product to make. They use skills in different tools and equipment safely and accurately. They evaluate their production against the original idea, purpose and alterations needed.</p>	<p>How can we run a healthy, Fairtrade tuck shop?</p> <p>Children design food products using Fairtrade and healthy nutrition plans to create quality products to sell. They generate their own purpose(s) for the product that they are designing, drawing ideas from different sources.</p> <p>They can explain and apply the principles and importance of a healthy, varied diet, and describe seasonality and how this influences food products available. They undertake a series of techniques to prepare food including using heat sources.</p>	<p>Challenge: How can we produce a Space game?</p> <p>In the design of a Space game, children can explain how key design events have had effective impact in the world and met their design purpose.</p> <p>They can create their own working models of their game, using technical knowledge of joining materials (fabric, wood) to complete a task and undertaking joins that allow a finished product to be of good quality.</p>
	5.3, 5.4a	5.5, 5.5a, 5.5b, 5.1	5.2, 5.3a, 5.4
6	A Big Adventure	Child's War	The Final Countdown
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>When completing their Bake Off, pupils use market research to develop design criteria and a design outcome. They set out their own cooking process including recipe, instructions, effective food hygiene. They use a range of cooking techniques.</p>	<p>Challenge: Recognise heroes of World Wars</p> <p>When producing their own pottery memorial, pupils create a specification for their design, refining plans through the process.</p> <p>They can evaluate against their original design specification and how market research helped their outcome. They can explain why plans may have had to be refined in the process.</p>	<p>Challenge: How can we set up an FPA events company?</p> <p>Children combine with their art techniques to produce event t-shirts. They use technical knowledge of processes to create a quality finished outcome. They can accurately use measurements when creating joins whilst sewing or adding material from printing. They create outcomes as intended.</p>
	6.5a, 6.5, 6.1	6.1a, 6.4, 6.4a	6.2, 6.3a, 6.3