



Davenham Church of England Primary School

**'Working Together, Playing Together, Serving God and Serving Others'**

*'...encourage one another and build each other up...'*

**1 Thessalonians 5:11.**

# LONG TERM PLAN

## DT

<b>DT YEAR A</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
	<b>Seaside Snacks</b>  <b>Fire Engines</b>  <b>Homes</b>	<b>Torches</b>  <b>Greenhouses</b>  <b>Alarms</b>	<b>Gingerbread Houses</b>  <b>Shelters</b>  <b>Funky Furnishings</b>

**EYFS DT  
END POINTS**

I can talk about the snacks I am eating at the snack table and my food choices at lunchtime.

I can use a knife and fork.

I know about food and drink that is healthier for my teeth.

I can say which foods I like and dislike.

I know that I need to wash my hands before eat.

I can begin to join two materials together.

I can decide what I am going to do or make before I get to an area.

I can use my own ideas to make something.

I can join with tape and glue.

I can return to and build on refining my ideas.

I can make/ make use of props and materials when role-playing characters in narratives and stories. ELG (Creating with Materials)

I can share my creation, explaining the process I used. ELG (Creating with Materials)

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG (Creating with Materials)

I can choose tools and materials for a given purpose.

I can return to and build on refining my ideas.

<b>DT KSI YEAR A SEASIDE SNACKS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can describe the ingredients I am using.</b>	Eating a balanced diet keeps us fit and healthy.
<b>EP 2 I can cut food safely.</b>	Some ingredients (flour, meat, ham, lettuce) can come from local farms. Others come from warmer countries.
<b>EP 3 I know that some foods are healthier than others (K)</b>	We must tie our hair back and wash our hands before preparing food.
<b>EP 4 I know where some food and ingredients come from (K)</b>	Always wear an apron on and roll up your sleeves before preparing food.
<b>EP 5 I can say which foods I prefer and why (K)</b>	Wipe any surfaces clean before preparing food.
<b>EP 6 I know that I need to wash my hands and tie my hair back when I am preparing food (K)</b>	
<b>EP 30 I can explain what went well with my work.</b>	
<b>EP 31 I can choose appropriate resources and tools.</b>	
<b>EP 32 I can choose tools and materials and explain why I have chosen them.</b>	
<b>EP 33 I know which equipment to use for the job. (K)</b>	
	<b>VOCAB</b> ingredients, measure, equipment, plan, hygiene, weight, capacity, healthy eating
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a wrap suitable for a picnic at the seaside.

<b>DT KSI YEAR A FIRE ENGINES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 13 I can make a simple plan before making.</b>	In Britain fire engines are red with bright yellow so they can be seen from a distance.
<b>EP 14 I can think of an idea and plan what to do next.</b>	They have a siren and blue flashing lights to warn people it is an emergency and to let them pass.
<b>EP 15 I can explain to someone else how I want to make my product.</b>	Fire engines are made from steel.
<b>EP 16 I can use my own ideas to make something.</b>	They have wheels and axels to help them move.
<b>EP 17 I can measure materials to use in a model or structure</b>	Ladders help to reach people who are trapped
<b>EP 18 I can join materials and components in different ways.</b>	There is space inside to hold firefighters, the pump and first-aid equipment (breathing apparatus and bandages).
<b>EP 19 I can make my model stronger.</b>	
<b>EP 20 I know how axles and wheels work. (K)</b>	
<b>EP 30 I can explain what went well with my work.</b>	
<b>EP 31 I can choose appropriate resources and tools.</b>	
<b>EP 32 I can choose tools and materials and explain why I have chosen them.</b>	
<b>EP 33 I know which equipment to use for the job. (K)</b>	
	<b>VOCAB</b> materials, tools, measure, equipment, plan, model, product, architect, builder, model, structure, join, wheels, axels
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a fire engine made from recycled junk materials.

<b>DT KSI YEAR A HOMES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 13 I can make a simple plan before making.</b>	Some materials are waterproof (glass, wood, plastic, some metals).
<b>EP 14 I can think of an idea and plan what to do next.</b>	Some materials are strong (concrete, wood, plastic, some metals)
<b>EP 15 I can explain to someone else how I want to make my product.</b>	Some materials can be transparent (glass, and clear plastics) or opaque (lets in light but you cannot see through or solid (do not let in light).
<b>EP 16 I can use my own ideas to make something.</b>	Strong and waterproof materials make the best types of buildings.
<b>EP 17 I can measure materials to use in a model or structure</b>	Different materials can be used to join things together e.g. cement, glue, hot glue, Sellotape.
<b>EP 18 I can join materials and components in different ways.</b>	
<b>EP 19 I can make my model stronger.</b>	
<b>EP 30 I can explain what went well with my work.</b>	
<b>EP 31 I can choose appropriate resources and tools.</b>	
<b>EP 32 I can choose tools and materials and explain why I have chosen them.</b>	
<b>EP 33 I know which equipment to use for the job. (K)</b>	
	<b>VOCAB</b> materials, tools, measure, equipment, plan, model, product, architect, builder, model, structure, join,
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a model home made from card.

<b>DT LKS2 YEAR A TORCHES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 16 I can explain the need for a product and how to maintain its functionality (K)</b>	A torch is a hand-held electric light. A typical torch is made up of the light source (light bulb or LED) mounted with a reflector, a transparent cover, a battery and a switch
<b>EP 17 I can produce a plan and explain it.</b>	A torch needs electricity from the battery to work.
<b>EP 18 I can follow a step-by-step plan, choosing the right equipment and materials.</b>	The case is the part of a torch that holds all the electrical components together. The case must be made from a hard durable material that does not conduct electricity
<b>EP 19 I can use ideas from other people when I am designing.</b>	A simple circuit is a closed loop of wire, or conductive material which allows the flow of electricity through it.
<b>EP 20 I know which materials would be suitable for function and purpose (K)</b>	The chemical energy stored in the battery is converted into electrical energy which travels through the wires to light the bulb.
<b>EP 22 I can work accurately to measure, make cuts and make holes.</b>	
<b>EP 23 I can persevere and adapt my work when my original ideas do not work.</b>	
<b>EP 24 I can present a product in an interesting way.</b>	
<b>EP 25 I can prove that my design meets some set criteria.</b>	
<b>EP 26 I can explain how I have improved my original design.</b>	
<b>EP 27 I can make a product which uses both electrical and mechanical components.</b>	
<b>EP 28 I know what the components of an electrical circuit are and how it works (K)</b>	
<b>EP 29 I can evaluate products for both their purpose and appearance.</b>	
<b>EP 40 I can explain how I have improved my original design.</b>	
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	
<b>EP 42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> electricity, circuit, torch, wire, switch, conductor, insulator, electrical components, mechanical components, suitability, purpose, appearance, set criteria, reflector
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a working torch including an electrical circuit

<b>DT LKS2 YEAR A GREENHOUSES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 30 I can use ideas from other people when I am designing.</b>	A greenhouse is a building that is used for growing plants, fruits and vegetables. They provide protection for the plants.
<b>EP 31 I can produce a plan and explain it.</b>	Greenhouses help control the environment in which the plants grow: providing protection from bad weather and harmful insects
<b>EP 32 I can measure accurately.</b>	A greenhouse has lots of transparent glass or plastic to allow sunlight in whilst protecting the plants from the cold weather. It has doors and windows to ventilate it.
<b>EP 33 I can work accurately to measure, make cuts and make holes.</b>	Sunlight can shine through the glass and warm both the air and the plants inside. The glass or plastic helps to trap the heat inside the greenhouse so that it gets warm
<b>EP 34 I can present a product in an interesting way.</b>	Glass is strong, transparent, lets in light and traps in heat, it is waterproof and traps in heat.
<b>EP 35 I know which materials would be suitable for function and purpose. (K)</b>	Metal or Wood is strong, durable and stable for the structure.
<b>EP 37 I can persevere and adapt my work when my original ideas do not work.</b>	Plastic more shatterproof than glass.
<b>EP 38 I can explain the need for a product and how to maintain its functionality. (K)</b>	The first greenhouse was designed by the Romans in AD 30.
<b>EP 39 I can evaluate products for both their purpose and appearance.</b>	Joseph Paxton a famous Victorian architect designed large glass houses for rich people in Victorian times. Only the elite could afford greenhouses. They needed them to house their exotic plants collected from their travels.
<b>EP 40 I can explain how I have improved my original design.</b>	
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	
<b>EP 42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> greenhouse, glass, material, plastic, stable, structure, transparent, ventilation, adapt.
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a mini greenhouse.



<b>DT LKS2 YEAR A ALARMS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 16 I can explain the need for a product and how to maintain its functionality (K)</b>	There are many different types of alarms such as burglar alarms, smoke alarms and fire alarms.
<b>EP 17 I can produce a plan and explain it.</b>	The purpose of an alarm is to make a loud noise to get your attention.
<b>EP 18 I can follow a step-by-step plan, choosing the right equipment and materials.</b>	Alarms work using electrical circuits. Alarms can use a variety of switches to trigger them.
<b>EP 19 I can use ideas from other people when I am designing.</b>	Electrical circuits work as an electrical current flow round a circuit.
<b>EP 20 I know which materials would be suitable for function and purpose (K)</b>	Francis Robbins Upton was famous for patenting the first automated fire alarm in 1890.
<b>EP 23 I can persevere and adapt my work when my original ideas do not work.</b>	
<b>EP 24 I can present a product in an interesting way.</b>	
<b>EP 25 I can prove that my design meets some set criteria.</b>	
<b>EP 26 I can explain how I have improved my original design.</b>	
<b>EP 27 I can make a product which uses both electrical and mechanical components.</b>	
<b>EP 28 I know what the components of an electrical circuit are and how it works (K)</b>	
<b>EP 29 I can evaluate products for both their purpose and appearance.</b>	
<b>EP 40 I can explain how I have improved my original design.</b>	
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	
<b>EP 42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> electricity, circuit, torch, wire, switch, conductor, insulator, electrical components, mechanical components, suitability, purpose, appearance, set criteria,
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a working alarm including an electrical circuit with a trigger.

<b>DT UKS2 YEAR A GINGERBREAD HOUSES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can come up with a range of ideas after collecting information from different sources.</b>	Ginger helps to preserve food keeping it edible for longer.
<b>EP 2 I can produce a detailed step by step plan.</b>	Gingerbread houses originated in Germany in the 16 <sup>th</sup> century and are associated with Christmas traditions
<b>EP 3 I can explain how a product will appeal to a specific audience.</b>	Designers use sketch designs to create their initial designs subject to the original design criteria
<b>EP 4 I can explain the design process and the need for a product that is attractive and fit for purpose. (K)</b>	The chosen design is transferred onto a net and made into a template to help cut and create pieces of gingerbread to the required measurements. The template must therefore be to scale.
<b>EP 5 I know which materials would be suitable for function and purpose. (K)</b>	
<b>EP 6 I know why a prototype is useful. (K)</b>	
<b>EP 7 I know about standard and non-standard measures and how these are used in a design process. (K)</b>	
<b>EP 8 I know how to be both safe and hygienic in the kitchen.</b>	
<b>EP 9 I can evaluate my product against clear criteria.</b>	
<b>EP 10 I show that I can test and evaluate my products.</b>	
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	
<b>EP 51 I can evaluate my product against clear criteria.</b>	
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b> ginger, edible, structure, template, prototype, net, decoration, measurements, aesthetics, audience, standard, non-standard measures
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a biscuit house.

<b>DT UKS2 YEAR A SHELTERS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 24 I can come up with a range of ideas after collecting information from different sources.</b>	The primary purpose of a shelter is protection.
<b>EP 25 I can produce a detailed step by step plan.</b>	Shelters need to be weather resistant, waterproof, sturdy and fit for purpose. Most shelters are curved or sloped, so that rain (or debris in the case of the Anderson shelter) can roll off it.
<b>EP 26 I can suggest alternative plans outlining the positive features and draw backs.</b>	Most will have some sort of anchor or foundation that secures them in place and makes them sturdy.
<b>EP 27 I can follow and refine my plans.</b>	Designers usually make an initial sketch design of their ideas. Alternate design choices will be presented with a cost benefit analysis.
<b>EP 28 I can show that I consider culture and society in my plans and designs.</b>	From this the final design is selected and a step plan produced. A prototype will then be made to test the functionality of the design prior to making the final fully finished or scaled up product
<b>EP 29 I can explain the design process and the need for a product that is attractive and fit for purpose (K)</b>	
<b>EP 30 I know which materials would be suitable for function and purpose (K)</b>	
<b>EP 31 I know why a prototype is useful. (K)</b>	
<b>EP 33 I show that I can test and evaluate my products.</b>	
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	
<b>EP 51 I can evaluate my product against clear criteria.</b>	
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b> framework, structure, sturdy, fit for purpose, functional design, waterproof, step by step plan, cost benefit analysis, prototype, culture, society, refinements
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a model shelter.

<b>DT UKS2 YEAR A FUNKY FURNISHINGS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 17 I can use market research to inform my plans and ideas.</b>	Cushions are fabric paddings used for both support, decoration and even seating.
<b>EP 18 I can follow and refine my plans.</b>	Cushions can be made of many different textiles and fabrics, quilted, collaged and can even be embroidered.
<b>EP 19 I can justify my plans in a convincing way.</b>	Designers will design and produce an initial sketch design based upon design criteria following market research.
<b>EP 20 I can explain the design process and the need for a product that is attractive and fit for purpose (K)</b>	Templates of the design are used to show what the design will look like, and the measurements required to make it
<b>EP 21 I know which materials would be suitable for function and purpose. (K)</b>	Extra detail can be added to the design using embroidery, hand or machine stitching, or by adding buttons, toggles and sequins
<b>EP 22 I can explain how a product will appeal to a specific audience.</b>	Visible stitches are stitches form part of the final design and detailing these can be hand or machine sewn. Embroidery is a type of hand sewing.
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	Hidden stitches are for functional purposes to hide seams or zips etc.
<b>EP 51 I can evaluate my product against clear criteria.</b>	Pin cushions are small cushions used to store pins.
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b> interior design, aesthetic, fabric, sewing, design, pattern, cross stitch, satin stitch, blanket stitch, function, market research, function, purpose, audience
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a cushion / pin cushion.

<b>DT YEAR B</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
	<b>Delightful Decorations</b>  <b>Moving Pictures</b>  <b>Making Puppets</b>	<b>Seasonal Stockings</b>  <b>Sandwich Snacks</b>  <b>Storybooks</b>	<b>Great British Dishes</b>  <b>South American Musical Instruments</b>  <b>Bridges</b>

**EYFS DT  
END POINTS**

I can talk about the snacks I am eating at the snack table and my food choices at lunchtime.
I can use a knife and fork.
I know about food and drink that is healthier for my teeth.
I can say which foods I like and dislike.
I know that I need to wash my hands before eat.
I can begin to join two materials together.
I can decide what I am going to do or make before I get to an area.
I can use my own ideas to make something.
I can join with tape and glue.
I can return to and build on refining my ideas.
I can make/ make use of props and materials when role-playing characters in narratives and stories. ELG (Creating with Materials)
I can share my creation, explaining the process I used. ELG (Creating with Materials)
I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG (Creating with Materials)
I can choose tools and materials for a given purpose.
I can return to and build on refining my ideas.

<b>DT KSI YEAR B DELIGHTFUL DECORATIONS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 7 I can make a simple plan before making.</b>	A decoration is an item that you put on something else to make it look more attractive. Decorations are used on special occasions (birthdays, at Easter and Christmas). Balloons, party hats, bunting and baubles are all examples of decorations.
<b>EP 8 I can think of an idea and plan what to do next.</b>	Baubles can come in all different shapes, sizes, colours and materials. The common design features of Christmas tree baubles. Labelled sketches of different designs show ideas designers have had for the baubles.
<b>EP 9 I can use my own ideas to make something.</b>	You should sit down at a table when you are cutting. Knives, pottery tools and needles are sharp and must be handled and carried carefully.
<b>EP 10 I can explain to someone else how I want to make my product.</b>	
<b>EP 11 I can join materials and components in different ways.</b>	
<b>EP 12 I can explain why I have chosen specific textiles.</b>	
<b>EP 30 I can explain what went well with my work.</b>	
<b>EP 31 I can choose appropriate resources and tools.</b>	
<b>EP 32 I can choose tools and materials and explain why I have chosen them.</b>	
<b>EP 33 I know which equipment to use for the job. (K)</b>	
	<b>VOCAB</b> bauble, tools, materials, eye, sewing, stitch, over stitch, running stitch, design features, sketch, template
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a Christmas tree decoration.

<b>DT KSI YEAR B MOVING PICTURES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 21 I can use my own ideas to make something.</b>	Moving pictures can be simple pictures that use flaps, sliders, levers and pivots to help different parts of a book move.
<b>EP 22 I can make a simple plan before making.</b>	Flaps can hide pictures.
<b>EP 23 I can think of an idea and plan what to do next.</b>	Split pins can be used to join to pieces of card together but also allowing them to move.
<b>EP 24 I can join materials and components in different ways.</b>	Glue can be used to join two materials together.
<b>EP 25 I can measure materials to use in a model or structure.</b>	
<b>EP 26 I can describe how something works.</b>	
<b>EP 27 I can make a product which moves.</b>	
<b>EP 28 I can make my model stronger.</b>	
<b>EP 29 I know how a slider works (K).</b>	
<b>EP 30 I can explain what went well with my work.</b>	
<b>EP 31 I can choose appropriate resources and tools.</b>	
<b>EP 32 I can choose tools and materials and explain why I have chosen them.</b>	
<b>EP 33 I know which equipment to use for the job. (K)</b>	
	<b>VOCAB</b> mechanism, handle, sliders, lever, pivot, split pin, appearance, template, design sketch, product, plan, idea, model, moving parts, slider
	<b>ASSESSMENT ACTIVITY</b> Create a picture with a moving part. Challenge – add in a slider mechanism.



<b>DT KSI YEAR B MAKING PUPPETS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 7</b> I can make a simple plan before making.	Punch and Judy puppet shows are traditional puppet shows and are seaside entertainment for children.
<b>EP 8</b> I can think of an idea and plan what to do next.	Puppets can be made of different materials, wood, plastic, metal, felt, fabric, card or even socks!
<b>EP 9</b> I can use my own ideas to make something.	Different things can be used to move the puppet (finger, hand, rod, stick, string or wire).
<b>EP 10</b> I can explain to someone else how I want to make my product.	The different features will need to be put onto the puppet either with glue or by sewing.
<b>EP 11</b> I can join materials and components in different ways.	Materials have different textures.
<b>EP 30</b> I can explain what went well with my work.	
<b>EP 31</b> I can choose appropriate resources and tools.	
<b>EP 32</b> I can choose tools and materials and explain why I have chosen them.	
<b>EP 33</b> I know which equipment to use for the job. (K)	
	<b>VOCAB</b> puppet, sock puppet, hand puppet, materials, tools, decoration, sewing, running stitch, template, design, join, explain.
	<b>ASSESSMENT ACTIVITY</b> Make a puppet then create a puppet show to show to younger children.

<b>DT LKS2 YEAR B SEASONAL STOCKINGS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 9 I can produce a plan and explain it.</b>	Stockings were introduced by St. Nicholas in Germany.
<b>EP 10 I can design a product and make sure that it looks attractive.</b>	Children hang sock shaped bags on Christmas Eve in the hope they will be filled with treats and toys on Christmas Eve.
<b>EP 11 I can measure accurately.</b>	Stocking sizes and designs are based on the function they are to be used for.
<b>EP 12 I can work accurately to measure, make cuts and make holes.</b>	Stockings are made by sewing two sock-shaped pieces of felt together to make a bag.
<b>EP 14 I can choose a textile for both its suitability and its appearance.</b>	Stockings are decorated in colours and patterns that contain a Christmas theme and often use traditional colours of red, white and green.
<b>EP 15 I can evaluate products for both their purpose and appearance.</b>	Stitching and embroidery can be both functional and for visual appeal. Embellishments e.g. buttons, bells, beads, fabric shapes, can be sewn onto the stockings to improve its appearance.
<b>EP 40 I can explain how I have improved my original design.</b>	Designers make labelled design sketches to show the product features and appearance. They draw round templates onto the fabric
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	Designers often evaluate and modify their plans to improve the finished product.
<b>E42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> stocking, functions, design, sketch, template, product, evaluate, embroidery, over stitch, back stitch, running stitch, embellishment
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a mini-Christmas stocking.

<b>DT LKS2 YEAR B SANDWICH SNACKS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can say which ingredients would be most nutritious (K).</b>	Identify ingredients that make a healthy sandwich.
<b>EP 2 I know that some foods are healthier than others (K).</b>	Demonstrate an understanding of food hygiene – washing hands, washing some ingredients, tie hair back.
<b>EP 3 I know which foods are locally sourced and can link this to how food is produced and distributed (K).</b>	Use tools and equipment safely.
<b>EP 4 I can describe how food ingredients came together.</b>	Understand some ingredients need to be kept in a fridge.
<b>EP 5 I can produce a table analysis which considers flavour, texture and colour (K).</b>	Understand the difference between sell by and best before dates.
<b>EP 6 I know how to be both hygienic and safe when using food.</b>	Understand that some ingredients are produced locally. Some ingredients have to be imported from other countries.
<b>EP 7 I know the basic ways to stay hygienic when preparing food (K).</b>	
<b>EP 8 I can evaluate products for both their purpose and appearance.</b>	
<b>EP 40 I can explain how I have improved my original design.</b>	
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	
<b>EP 42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> sandwich, flavour, texture, appearance, packaging, balanced diet, healthy eating, product, diagram, evaluate, nutritious, healthier, storage
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a sandwich.

<b>DT LKS2 YEAR B STORYBOOKS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 30 I can use ideas from other people when I am designing.</b>	Sometimes books incorporate moving pictures to make them more exciting and appealing to readers.
<b>EP 31 I can produce a plan and explain it.</b>	When designing a book, the layout of the book is important (the graphics, brightness of the images, font and the form of the text are important as they make the book more visually pleasing).
<b>EP 32 I can measure accurately.</b>	Mechanisms create extra elements of surprise that hook readers.
<b>EP 33 I can work accurately to measure, make cuts and make holes.</b>	Linkages and concertinas make objects jump out of the book when the book opens.
<b>EP 34 I can produce a product in an interesting way.</b>	Pop-outs, made by folding a piece of card in half and sticking the two ends of the object between two pages of the book will make the image jump out of the book to surprise the reader.
<b>EP 35 I know which materials would be suitable for function and purpose (K).</b>	
<b>EP 36 I know how different mechanisms, such as sliders, pop ups and flaps make a product more interesting and attractive to the user (K).</b>	
<b>EP 39 I can evaluate products for both their purpose and appearance.</b>	
<b>EP 40 I can explain how I have improved my original design.</b>	
<b>EP 41 I can evaluate and suggest improvements for my designs.</b>	
<b>EP 42 I can select the most appropriate tools and techniques for a given task.</b>	
	<b>VOCAB</b> equipment, graphics, font, form, mechanism, linkage, rotate, lever, pivot, template, design sketch, product, equipment
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a space themed moving picture.

**DT UKS2 YEAR B  
GREAT BRITISH DISHES**

<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 11 I know the food groups that different ingredients belong to and why they are important to my body's development (K).</b>	A national dish is food associated with a particular country, usually made from local ingredients.
<b>EP 12 I can explain how products should be stored and give reasons.</b>	When designing a national dish, we must undertake market research. The market research influences the design of the dishes to be made.
<b>EP 13 I can use market research to inform my plans and ideas.</b>	When making the dish appearance, taste, texture and nutritional values of the dish must be considered as should budget costs for ingredients and seasonality of ingredients.
<b>EP 14 I can work within a budget.</b>	Using locally sourced ingredients helps reduce the carbon footprint.
<b>EP 15 I know the basic ways to stay hygienic when preparing food (K).</b>	Raw foods must be stored at the bottom of the fridge and different chopping boards for raw meat, fish, vegetables and bread should be used to avoid cross contamination.
<b>EP 16 I show that I can test and evaluate products (star profile).</b>	Cooked food should be served immediately or kept warm (above 63°C) and must be cooked for the correct time and temperature to kill bacteria and prevent food poisoning.
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	The way foods are produced can have an impact on carbon footprint.
<b>EP 51 I can evaluate my product against clear criteria.</b>	Buying Fair Trade products can help to ensure that farmers receive a fair price for their crops.
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b> market research, flow chart, budget, nutritional value, healthy eating, balanced diet, hygiene, diagram, product, evaluate, fair trade, sustainability, carbon footprint
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a traditional British dish.

<b>DT UKS2 YEAR B</b>	
<b>SOUTH AMERICAN INSTRUMENTS</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 34 I can come up with a range of ideas after collecting information from different sources.</b>	South America is known for its music, dancing and carnivals.
<b>EP 35 I can produce a detailed step by step plan.</b>	South American percussion musical instruments include: guiro, timbale, maracas, claves and antara.
<b>EP 36 I can follow and refine my plans.</b>	Instruments make sound waves. The pitch depends on the frequency of the sound wave. The higher the pitch of the note, the higher the frequency, so the shorter the sound wave.
<b>EP 37 I can show that I consider culture and society in my plans and designs.</b>	Know a la marimba is a Mayan instrument made of different length wooden bars which when hit create sound waves with different frequencies depending on the length of the bar. The shorter the bar, the higher the pitch and the higher the frequency.
<b>EP 38 I can explain the design process and the need for a product that is attractive and fit for purpose (K).</b>	Antara, pan-pipes, or pan-flutes have different length tubes, the shorter the tube the higher pitched the note.
<b>EP 39 I know which materials would be suitable for function and purpose (K).</b>	Tiny balls inside a maraca vibrate and produce sounds.
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	
<b>EP 51 I can evaluate my product against clear criteria.</b>	
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b> percussion, aesthetics, panderio, congo, guiro, pitch, frequency, volume, culture, society, fit for purpose
	<b>ASSESSMENT ACTIVITY</b> To design, make and evaluate a musical instrument.

<b>DT UKS2 YEAR B BRIDGES</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 40 I can come up with a range of ideas after collecting information from different sources.</b>	Bridges join two pieces of land separated by water, gorges, or canyons.
<b>EP 41 I can produce a detailed step by step plan.</b>	Beam, truss, suspension, arch, cantilever, cable-stay, swing and bascule are all types of bridges.
<b>EP 42 I can suggest alternative plans outlining the positive features and draw backs.</b>	Bridges are designed using knowledge of compression and tension forces.
<b>EP 43 I can make a prototype before making the final version.</b>	Arch bridges are stronger than beam bridges. Beam bridges are weak in the centre as there is no additional support.
<b>EP 44 I can explain the design process and the need for a product that is attractive and fit for purpose (K).</b>	Arch bridges can be made of stone. Stone is weak under tension, but strong under compression.
<b>EP 45 I know which materials would be suitable for function and purpose (K).</b>	Saner designed Northwich swing bridge; the first swing road bridge on floating pontoons. It swings to allow large boats to pass through when it swings. Northwich swing bridge has Pratt trusses.
<b>EP 46 I know why a prototype is useful (K).</b>	
<b>EP 47 I know how a pulley and a lever works and why it would be useful (K).</b>	
<b>EP 48 I know how different bridges work, for example swing, pulley and cantilever (K).</b>	
<b>EP 49 I show that I can test and evaluate my products.</b>	
<b>EP 50 I can evaluate appearance and function against the original criteria.</b>	
<b>EP 51 I can evaluate my product against clear criteria.</b>	
<b>EP 52 I can use a range of tools and equipment competently.</b>	
<b>EP 53 I know which tools and resources are most appropriate for a specific job (K).</b>	
	<b>VOCAB</b>
	weight, gravity, compression, truss, suspension bridge, pulley, lever, swing bridge, bascule, structure, design criteria, prototype, analysis
	<b>ASSESSMENT ACTIVITY</b>
	To design, make and evaluate a prototype bridge or lighthouse using Artstraws.

