



Moorgate Primary School



D&T INTENT

Overview 2020/2021

Subject Lead: Diane Clare

Date Completed: July 2020



# D&T INTENT

D&T Overview 2020/21 – Subject Lead: Diane Clare

| Whole School Overview |                        |                        |                           |  |                             |
|-----------------------|------------------------|------------------------|---------------------------|--|-----------------------------|
|                       | Research Project 1     | Research Project 2     | Research Project 3        | Research Project 4                       | Research Project 5          |
| <b>Mini Moorgate</b>  | Baking and Hygiene     | Construction           | Healthy Snack             |  | Using different materials   |
| <b>Nursery</b>        |                        | Materials and textures |                           | Baking and Hygiene                       |                             |
| <b>Reception</b>      |                        |                        | Making emergency vehicles | Baking cakes and pizzas                  | Making castles and costumes |
| <b>Year 1</b>         | Recycled Materials     |                        |                           | Construction                             | Cooking                     |
| <b>Year 2</b>         | Cooking                | Moving Pictures        |                           |  | Engineering                 |
| <b>Year 3</b>         | Making Smoothies       | Baking dragon biscuits |                           | Design an Egyptian water carrying system |                             |
| <b>Year 4</b>         | Mosaics                | Electrical Product     |                           |  | Cooking                     |
| <b>Year 5</b>         | Recycled materials     | Flood management       |                           |  | Engineering                 |
| <b>Year 6</b>         | Make a mechanical hand |                        |                           | Uses of belts and pulleys                | Control and modelling       |



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| Mini Moorgate   |  |  |  |                    |  |
|---|--|--|--|--------------------|--|
|   | Research project 1   | Research project 2                                       | Research project 3   | Research project 4 | Research project 5   |
|   | Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.   |  |  |                    |  |
| National Curriculum Area  | <b><u>Baking and Hygiene</u></b>   | <b><u>Construction</u></b>                               | <b><u>Healthy Snack</u></b>  |                    | <b><u>Using different materials</u></b>                                |
| Enquiry Question  | How can I make a cake?   | Can you build a house with bricks?                       | Can you decorate your own cracker?<br>What will you need to decorate your cracker with healthy food? |                    | What can you make with different materials?                            |
| <b>Throughout the year, the children will be assessed against these EYFS statements</b> | <p><b><u>Maths - 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as ‘more’ and ‘a lot’.</li> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> </ul> <p><b><u>Physical Development - 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> </ul> <p><b><u>Communication and Language - 22-36months</u></b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.</li> <li>• Uses a variety of questions (e.g. what, where, who)</li> <li>• Uses simple sentences</li> <li>• Beginning to use word endings</li> </ul> <p><b><u>Personal, social and emotional development - 22-36 months</u></b></p> <ul style="list-style-type: none"> <li>• Expresses own interests and preferences</li> </ul> |  |  |                    |  |
| Key Vocabulary  | cake, bake, mix, spoon, bowl, stir, pour, oven, cook.  | build, brick, tower, window, door, strong, tall, chimney | cracker, food names, healthy, cut, spread  |                    | names of materials, shiny, hard, soft, bumpy, description of materials |



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| Nursery  |   |  |                    |   |                    |
|--|---|--|--------------------|---|--------------------|
|  | Research project 1  | Research project 2   | Research project 3 | Research project 4  | Research project 5 |
|  | Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.  |  |                    |   |                    |
| National Curriculum Area   |   | <u>Materials and textures</u>  |                    | <u>Baking and Hygiene</u>   |                    |
| Enquiry Question   |   | Can you make your own sculpture?   |                    | Can you make your own snack?  |                    |
| <b>Throughout the year the children will be assessed against these EYFS statements</b> | <p><b><u>Physical development - 30-50 Months</u></b></p> <ul style="list-style-type: none"> <li>To use one-handed tools and equipment, e.g. makes snips in paper with childscissors.</li> <li>To understand that equipment and tools have to be used safely.</li> </ul> <p><b><u>Understanding the world - 30-50 Months</u></b></p> <ul style="list-style-type: none"> <li>To show an interest in technological toys with knobs or pulleys, or real objects.</li> <li>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</li> </ul> <p><b><u>Expressive art and design - 30-50 Months</u></b></p> <ul style="list-style-type: none"> <li>To enjoy joining in with dancing and ring games.</li> <li>To begin to move rhythmically.</li> <li>To imitate movement in response to music.</li> <li>To tap out simple repeated rhythms.</li> <li>To develop preferences for forms of expression.</li> <li>To use movement to express feelings.</li> <li>To create movement in response to music.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> |  |                    |   |                    |
| Key Vocabulary   |   | names of materials, shiny, hard, soft, bumpy, texture, rough, smooth, description of materials |                    | flour, butter, sugar, eggs, ingredients, cake, bake, mix, spoon, bowl, stir, pour, oven, cook |                    |



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| Reception  |   |                    |                                     |  |  |
|--|---|--------------------|-------------------------------------|--|--|
|  | Research project 1  | Research project 2 | Research project 3                  | Research project 4                       | Research project 5                                 |
|  | Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.  |                    |                                     |  |  |
| National Curriculum Area   |   |                    | <u>Making emergency vehicles</u>    | <u>Baking cakes and pizzas</u>           | <u>Making castles and costumes</u>                 |
| Enquiry Question   |   |                    | How can you make your vehicle move? | What toppings would make the best pizza? | What is the best material to make a castle out of? |
| <b>Throughout the year the children will be assessed against these EYFS statements</b> | <p><b><u>Physical Development –40-60 Months</u></b></p> <ul style="list-style-type: none"> <li>• To use simple tools to effect changes to materials.</li> <li>• To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practise some appropriate safety measures without direct supervision.</li> </ul> <p><b><u>Expressive Arts and Design –40-60 Months</u></b></p> <ul style="list-style-type: none"> <li>• To explore what happens when they mix colours.</li> <li>• To experiment to create different textures.</li> <li>• To understand that different media can be combined to create new effects.</li> <li>• To manipulate materials to achieve a planned effect.</li> <li>• To construct with a purpose in mind, using a variety of resources.</li> <li>• To use simple tools and techniques competently and appropriately.</li> <li>• To select appropriate resources and adapt work where necessary.</li> <li>• To select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• To create simple representations of events, people and objects.</li> <li>• To choose particular colours to use for a purpose.</li> </ul> <p><b><u>Physical Development – Early Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>• To handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><b><u>Expressive Arts and Design – Early Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul> |                    |                                     |  |  |



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|                |   |  |  |  |                                       |
|----------------|---|--|--|--|---------------------------------------|
|                | <ul style="list-style-type: none"><li><i>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</i></li></ul> |  |  |  |                                       |
| Key Vocabulary |   |  | glue, metal, plastic, playdough, sellotape | oven, microwave, bake, make, taste, cook | card, design, fold, shape, materials. |



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| Year 1                                   |  |                    |                    |   |   |
|--|--|--------------------|--------------------|---|---|
|  | Research project 1   | Research project 2 | Research project 3 | Research project 4  | Research project 5  |
| National Curriculum Area                 | <u><b>Recycled Materials</b></u>   |                    |                    | <u><b>Construction</b></u>  | <u><b>Cooking</b></u>   |
| Enquiry Question                         | Would your rocket make it to space?  |                    |                    | What material would make the best floating pirate ship?   | What fruits would make the best healthy snack?  |
| Skills Taught                            | Design, make and evaluate  |                    |                    | Design, make, evaluate  | Select, make and evaluate   |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> </ul> |                    |                    | <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> | <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> |



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|                        |   |  |  |  |   |
|------------------------|---|--|--|--|---|
|                        | <ul style="list-style-type: none"> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms (For example, levers, sliders, wheels and axles) in their products</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> |   |
| Key Vocabulary         | Model, card, strength, construct  |  |  | glue, plastic, playdough, sellotape, floating  | design, make, healthy, hygiene, names of fruits |
| Skills to be revisited | Design, generate, make and evaluate   |  |  | Design, generate, make and evaluate  | Design, generate, make and evaluate             |



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| Year 2                                   |   |   |                    |                    |   |
|--|---|---|--------------------|--------------------|---|
|  | Research project 1  | Research project 2  | Research project 3 | Research project 4 | Research project 5  |
| National Curriculum Area                 | <u>Cooking</u>  | <u>Moving Pictures</u>  |                    |                    | <u>Engineering</u>  |
| Enquiry Question                         | How can we make a healthy sandwich?   | Can a picture move?   |                    |                    | Can we design and make a boat that doesn't sink?  |
| Skills Taught                            | Identify, make, evaluate  | Design, generate, evaluate  |                    |                    | Design, generate, make and evaluate   |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> </ul> | <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Evaluate their ideas and products against design criteria</li> </ul> |                    |                    | <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials,</li> </ul> |



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|                        |   |                                     |  |  |   |
|------------------------|---|-------------------------------------|--|--|---|
|                        | <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria</li> </ul> |                                     |  |  | <p>textiles and ingredients, according to their characteristics.</p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria.</li> </ul> |
| Key Vocabulary         | savoury, healthy, blend, ingredients  | design, brief, criteria             |  |  | flexible, floating, plan, pattern, durable  |
| Skills to be revisited | Design, generate, make and evaluate   | Design, generate, make and evaluate |  |  | Design, generate, make and evaluate   |



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| Year 3                                   |   |   |                    |  |                    |
|--|---|---|--------------------|--|--------------------|
|  | Research project 1  | Research project 2  | Research project 3 | Research project 4   | Research project 5 |
| National Curriculum Area                 | <u><a href="#">Making Smoothies</a></u>   | <u><a href="#">Baking dragon biscuits</a></u>   |                    | <u><a href="#">Design an Egyptian water carrying system</a></u>  |                    |
| Enquiry Question                         | How do you make the perfect smoothie?   | What ingredients go into a dragon biscuit?  |                    | How do I move water from here to there if I have no hose or tap?   |                    |
| Skills Taught                            | Research, make, evaluate  | Research, make, evaluate  |                    | Design, generate, make and evaluate  |                    |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Select from and use a wider range of tools and</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> |                    | <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example,</li> </ul> |                    |



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|                        |   |  |  |   |  |
|------------------------|---|--|--|---|--|
|                        | <p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of materials and components, ingredients, according to their functional properties and aesthetic qualities</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> |  | <p>cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> |  |
| Key Vocabulary         | Nutrition, health, build, flavour improve, trial  | Nutrition, ingredients, bake, build, flavour improve, trial  |  | STEM Science Technology, Engineering, purpose   |  |
| Skills to be revisited | Design, generate, make and evaluate   | Design, generate, make and evaluate  |  | Design, generate, make and evaluate   |  |



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| Year 4                                   |  |  |                    |                    |  |
|--|--|--|--------------------|--------------------|--|
|  | Research project 1   | Research project 2   | Research project 3 | Research project 4 | Research project 5   |
| National Curriculum Area                 | <u>Mosaics</u>   | <u>Electrical Product</u>  |                    |                    | <u>Cooking</u>   |
| Enquiry Question                         | Can you fairly critique a design?  | What procedures make an electrical product safe?   |                    |                    | What makes cookies worthy of selling in a shop?  |
| Skills Taught                            | Research, generate, evaluate and observe   | Research, generate, evaluate and observe   |                    |                    | Measure, understand skills uses e.g. mixing, kneading, spreading and baking.   |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated</li> <li>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> </ul> | <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products</li> <li>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</li> </ul> |                    |                    | <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |
| Key Vocabulary                           | STEM Science Technology, Engineering, purpose  | Electric, movement, buzzer, motor, circuit. components   |                    |                    | Food processed, food reared, diet, nutrition, sieve, grind, roll, electricity, gas and fire  |
| Skills to be revisited                   | Design, generate, make and evaluate  | Design, generate, make and evaluate  |                    |                    | Design, generate, make and evaluate  |



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| Year 5                                   |   |  |                    |                    |  |
|--|---|--|--------------------|--------------------|--|
|  | Research project 1  | Research project 2   | Research project 3 | Research project 4 | Research project 5   |
| National Curriculum Area                 | <u><a href="#">Recycled materials</a></u>   | <u><a href="#">Flood management</a></u>  |                    |                    | <u><a href="#">Engineering</a></u>   |
| Enquiry Question                         | How can you make sure your materials are sustainable?   | Can you engineer sustainable flood defences?   |                    |                    | Would your long ship withstand the Viking standard?  |
| Skills Taught                            | Generate, design, apply knowledge, evaluate and investigate.  | Generate, design, apply knowledge, evaluate and investigate.   |                    |                    | Generate, design, apply knowledge, evaluate and investigate.   |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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</li> <li>• Investigate and analyse a range of existing products</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Apply their understanding of how to strengthen, stiffen</li> </ul> |                    |                    | <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Apply their understanding of how to strengthen, stiffen</li> </ul> |



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|------------------------|--|---|--|--|---|
|                        | <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> | <p>and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul> |  |  | <p>and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul> |
| Key Vocabulary         | Technology, techniques, remodel, sustainability,   | Technology, techniques, remodel, sustainability,  |  |  | Textiles, pneumatics, aesthetic qualities, gears and pulleys  |
| Skills to be revisited | Design, generate, make and evaluate  | Design, generate, make and evaluate   |  |  | Design, generate, make and evaluate   |



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| Year 6                                   |   |                    |                    |  |   |
|--|---|--------------------|--------------------|--|---|
|  | Research project 1  | Research project 2 | Research project 3 | Research project 4   | Research project 5  |
| National Curriculum Area                 | <b><u>Make a mechanical hand</u></b>  |                    |                    | <b><u>Uses of belts and pulleys</u></b>  | <b><u>Control and modelling</u></b>   |
| Enquiry Question                         | Can you mimic the movement of a hand using various materials?   |                    |                    | What system works best for a bridge?   | Would you model withstand the test of time?   |
| Skills Taught                            | Design, generate, make, evaluate and investigate  |                    |                    | Design, generate, make, evaluate and investigate   | Design, generate, make, evaluate and investigate  |
| Knowledge Taught (Curriculum Objectives) | <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>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</li> <li>Understand and use mechanical systems in their products</li> <li>Evaluate their ideas and products against their own design criteria and</li> </ul> |                    |                    | <ul style="list-style-type: none"> <li>Understand and use mechanical systems in their products</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> |



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|------------------------|--|--|--|--|---|
|                        | consider the views of others to improve their work<br><ul style="list-style-type: none"><li>Investigate and analyse a range of existing products</li></ul> |  |  |  |   |
| Key Vocabulary         | Combine technology, robotics, science, annotate, diagram   |  |  | Lever, system, evaluation, components, diagrams and construction | Prototype, tessellation, sustainability |
| Skills to be revisited | Design, generate, make and evaluate  |  |  | Design, generate, make and evaluate                              | Design, generate, make and evaluate     |