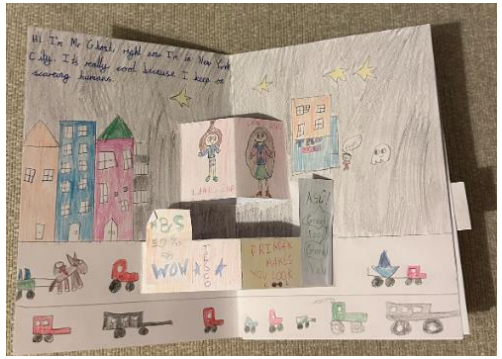
DT Year 1			
	Once upon a time around the world Make a pop-out book with slider- SPRING 2	Great Fire of London- Autumn 2 Make bread.	Bradley Barton Area Make a bridge- Summer 2
Prior	Experiences with junk modelling and building with blocks.	Make a fruit salad.	Joining materials to make a bridge.
Knowledge (substantive and disciplinary)	Lesson 1- Explore what a pop-up book is. What makes it appealing? Lesson 2- Create a design criteria for a pop-up page with a slider. Lesson 3- Design my own pop-up page with a slider. Lesson 4- Make a pop-up page with a slider. Lesson 5- Make a pop-up page with a slider. Add their own written story to their page. Lesson 6- Evaluate my pop-up page against the criteria. 	Lesson 1- Taste test different kinds of bread (baguette, ciabatta, brown, multi grain) and identify what makes it appealing. Lesson 2- Order a bread recipe. Understand the term 'recipe' and use this to put a bread recipe in order. Lesson 3- Know how to be hygienic when making food. https://www.cieh.org/what-is-environmental-health/resources/school-materials/ Lesson 4- Design their bread. They can decide a flavour (sun-dried tomatoes/olives/sea-salt rosemary/garlic and herb) and how they want to present it (twisted/plaited/bun/loaf). Lesson 5- Make bread. (once made, take a feedback sheet home for their parents to fill out giving them constructive feedback). Lesson 6- Adapt their designs (based on feedback).	Lesson 1- Know what a bridge is and what makes it strong. (Re-tell story about using a bridge to get to school. Explain purposeful unit). Lesson 2- Select from a range of materials and design a bridge for a toy car to go over. Resources Pritt sticks, glue guns, thin card, paper, thick cardboard, lolly pop sticks, pipe cleaners Lesson 3- Justify design choices to a peer. Lesson 4- Create bridge. Lesson 5- Test and evaluate whether it meets the purpose. Lesson 6- Make model stronger, stiffer or more stable (to hold more load).
Skills	Cut cardboard. Stick cardboard together to make a slider. Folding cardboard. Design through drawing.	Combine ingredients. Sieve flour. Measure ingredients. Knead bread. Follow a recipe. How know to be hygieni 	Selecting materials. Talk through design idea. Know how to cut. Know how to join with glue. 
END PO	Make a pop-out page with a slider for own story.	Design and make some bread.	Design and make a bridge.

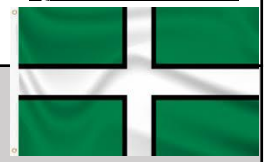
Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

DT Year 2			
	Whatever the weather Make a seasonal soup. SPRING 2	NASA- AUTUMN Make moon buggies.	Newton Abbot Make a Devon flag. SUMMER 2
Prior	Know how to make bread.	Creating bridges	
Knowledge (substantive and disciplinary)	Lesson 1- Explore seasonal local crops and know where they come from. Lesson 2- Understand the importance of a healthy and varied diet. (Recognise bread is a carbohydrate). Lesson 3- Evaluate a range of different seasonal crops (taste testing). Lesson 4- Create a recipe based on evaluation. Lesson 5- Make an appealing soup. Lesson 6- Evaluate their product and suggest amendments. Food hygiene https://www.cieh.org/what-is-environmental-health/resources/school-materials/	Lesson 1- Know what a moon buggy is and explain how an axel and a wheel work. Lesson 2- Select from a variety of materials and tools to make a prototype moon buggy. Give children access to different resources (cardboard circles, dowels, straws, lolly sticks, masking tape, celotape, PVA glue, glue guns) to experiment with to make a prototype moon buggy (focus on the moveable element). Lesson 3- Evaluate prototype moon buggy and design final product. Lesson 4- Create moon buggy based on design. Teachchildren on safe use of glue guns and let them use them to create models. Lesson 5- Evaluate a moon buggy and suggest ways it could be improved. Lesson 6- Improve model following feedback.	Lesson 1-Know about county and country flags and what they look like (relate Devon flag to Newton Abbott.) Lesson 2- Select patterns and materials and design their own flag. Lesson 3- Learn how to do a running stitch Lesson 4- make a flag Lesson 5- make a flag Lesson 6-Evaluate their flag/stitching
Skills	Know how to use a blender. Know how to weigh. Chop vegetables. Serve soup. Know how to make a produ 	Know how to make a working axel and wheel Cutting, sticking, joining materia Selecting appropriate materials Evaluate a model 	Cutting textiles Running stitch Thread a needle  
END POINT	Make a seasonal soup.	Make a moveable vehicle axles and wheels.	Use a running stitch to make a Devon flag.
Next	Create a seasonal dish	Make a trailer with a pulley.	Make a tool bag.

Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

DT Year 3			
	Welcome to Devon! Create a seasonal savoury dish. SPRING	Stone age to Iron age Make a satchel AUTUMN	Land use Make a model trailer for moving crops. SUMMER 2
Prior	How to make bread How to make a seasonal soup	How to make a flag running stich	Make a moon buggy
Knowledge (substantive and disciplinary)	Lesson 1: Research what food children and adults would buy at a Christmas market. Lesson 2: Know how to prepare and cook meat safely, and how to use pastry and make it visually appealing. Lesson 3: Design your food using cross sectional diagrams and what ingredients it will have and what cooking techniques are needed Lesson 4: Make your food and receive feedback Lesson 5: Make amendments to your ingredients list to improve your food Lesson 6:Batch cook for Christmas market at school. **(not on the same day as Christmas dinner)**	Lesson 1: create a criteria of what a satchel should look like. To do this, children need to know what they would have used a satchel for, their main purpose and then create a success criteria. Lesson 2: practise different stitches. Children to recap running stitch and learn to backstitch. Children can then pull the material to test which stitch is stronger. Lesson 3:Design a satchel based on the criteria (set in lesson 1). (using exploding diagram for this).  Provide children with samples of different mate this for them to incorporate into their design. Lesson 4:Make a satchel. Lesson 5: Complete their satchels. Lesson 6: Evaluate their satchel against the criteria and suggest improvements.	Lesson 1:Research how farming equipment has changed over time Lesson 2: Research how pulleys work and why they are used Lesson 3: Research trailer designs with pulley system attached Lesson 4: Design trailer and what materials are needed. Learn about wood work safety and tools Lesson 5:Make trailer and pulley (Use Techcard) Lesson 6:Make trailer and pulley and evaluate product. *5 week half-term Sum 1 2026:* *Lesson 1: keep same LO* *Lesson 2 – combine LO from L2, L3 and L4* *Lesson 3 – learn about wood work safety and tools, and make trailer and pulley* *Lesson 4 – make trailer and pulley (finish)* *Lesson 5 – evaluate product*
Skills	Learn how to make ingredients list, different cooking techniques Learn how to prepare and cook meat safe  Learn how to use pastry and make it visua Learn how to create appealing products	Learn how to backstitch Learn how to create a handle  Learn how to make a purposeful/workin Select materials and components neede Evaluate product against design criteria	Learn how to use wood work tools safely Learn how to make a pulley system Learn how to make a wooden wheel and axle  Select materials, tools ar Evaluate product in com products. Understand and use me products
END POINT	Create a seasonal, locally-traditional dish- a pasty.	Create an iron age satchel using my sew 	Create a model trailer for moving crops.
	Make a burger	Make own clothes (Y6)	Make a wooden bridge

Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

DT Year 4			
	Natural disasters SPRING Make a bridge which can withstand the elements.	Romans AUTUMN 2 Make fast food (burger).	Ancient Greece Make an alarm. SUMMER 1
Prior	Make a bridge to hold a toy car	Made bread Made soup Made pasties	
Knowledge (substantive and disciplinary)	Lesson 1: Know how bridges have changed. Compare the first ever bridge (1300s) to modern bridges. Link to art work on Brunel. Compare materials used to make bridges and changes in this. Lesson 2:Design a bridge using an exploded diagram. Lesson 3: Replicate my bridge design using CAD. Children to copy their designs over on Ipads/Chrome Books to TinkerCAD. Lesson 4 and 5: Make a bridge from wood. Lesson 6: Test and evaluate it against withstanding elements. Children to decide how well their bridge met the purpose and reflect on improvements they could make. 	Lesson 1: Know the food which the Romans bought to Britain. (Ensure children do not develop a misconception that the Romans created burgers. Explore the foods they bought to the UK and those they ate outside-fast food). Lesson 2: Recap nutrition and healthy diet. Link this to fast-food. Lesson 3: Design a burger. Lesson 4: Make burgers and receive feedback. Ensure children know that a burger must reach 71 degrees to be safe and model this when cooking using a probe. Lesson 5: Alter designs based on feedback. Lesson 6: Make burgers following feedback. 	Lesson 1:Explain what an Ancient Greek alarm was like. Lesson 2: Research the purpose of different alarms. Within this focus on the use of security alarms as well as awakening alarms. Lesson 3: Investigate how to create a circuit with a variety of switches. Teach the word 'feedback' within this lesson (ideas on the TTS PDF page 3). Within this, learn about different switches. Lesson 4: Design an alarm system for a purpose. Due to not having a 'clock' element, the purpose should be rather on protecting something (push-to-make switch). Children to create detailed drawings. Lesson 5: Make an alarm system based on design. Lesson 6: Evaluate a peer's product. By trying to move protected items and see if the alarm sounds. 
SKILLS	Use technology Use software for computer aided design Design purposeful and functional products Learn how architects design structures Learn how to use woodwork tools: saws, vices, glue guns Select materials, tools and components	Design appealing products that are fit for purpose Select ingredients according to their functional properties of the product. Food hygiene Food preparation Combine ingredients Evaluate product against design	Use research to develop ideas Investigate and analyse a range of existing designs Understand and use electrical systems in their products.
End point	Make a bridge which can withstand the elements.	Create a savoury snack (a burger).	Create a working alarm with an electrical circuit.
	Incorporate woodwork to make a toy with gears.	Create a variety of savoury dishes.	Create robotic Mars Rover.

Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

Red- Electrical

DT Year 5

	Our Galaxy SPRING Mars Rover creation.	Invaders AUTUMN Make a Viking long boat and wave toy.	Mayans Summer 1 Create a food festival.
Prior	Know how to create an electrical circuit (Y4 science retrieval).	Know how to use sliders, axels, wheels, pulleys to make products with a mechanical element.	Understand seasonality and know how to make different savoury dishes.
Knowledge (substantive and disciplinary)	Lesson 1: Understand what a Mars Rover is. Know the uses of the Mars Rover, how it is controlled and what it has enabled scientists to learn about Mars. Lesson 2: Make a detailed annotated design sketch of a Mars Rover. Lesson 3: Practise making electrical circuits. Lesson 4: Create body of Mars Rover following design. Lesson 5: Create circuit and programme Mars Rover (with Crumble software on Chrome Books). Lesson 6: Evaluate Mars Rover. Resource- Crumble Robotics Set and Chrome Books. Teacher note- would be useful to have a prototype of each stage on display which children could refer to when making.	Lesson 1:Know what a cam is. Within the lesson, learn about how cam works and why they are used. Lesson 2: Research different cam toys and use this to decide on design criteria. Show the model Viking long boat toy during this lesson (ask Stacey for this). Lesson 3: Apply understanding of a cam to design a cam toy.  Use an exploded diagram to design. Lesson 4: Make Viking longship and wave toy. Lesson 5: Continue to make Viking long boat and wave toy. Lesson 6: Evaluate own cam toy against design criteria (created in lesson 2).	Lesson 1: Know typical Mayan food. Teach the terms 'Milpa' and 'rearing' within this lesson. Children could taste test the 'Three Sisters' of Mayan food: maize (tortillas), squash and beans. Lesson 2: Explain Mayan influence on food today. Lesson 3: Create a Mayan inspired menu for the food festival. Focus on savoury dishes and find recipes with Mayan influences. Lesson 4:Make prototypes to evaluate. Ensure children follow good personal hygiene practises. Ensure children wash any fruit or veg. Lesson 5: Adapt recipes based on feedback. Lesson 6: Put on a Mayan inspired food festival for parents.
Skills	Use Ict skills to research key events Design Programming Joining Making axles Folding Reinforcing Making levers and pulleys	Use research to design Annotate plans Select materials and tools	Use ICT skills to research Design appealing products that are fit for purpose Select ingredients according to their functional properties of the product. Food hygiene Food preparation Chopping, peeling Presentation of food
End point	Create a product with an electrical component 	Create a moving toy with a cam. 	Create a variety of savoury dishes. 
Next	Create a stop motion set.	Create a stop motion set with gears.	KS3 food tech.

Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

Red- electrical systems

Purple- Computer controlled product

DT Year 6			
	Cultural Create clothing SPRING	Blitz Create a set (for a stop-motion) AUTUMN	Show Create a set. SUMMER
Prior	Know how to do a running stitch and back stitch.	Know how to use sliders, axels, wheels, pulleys, cams to make products with a mechanical element.	
Knowledge (substantive and disciplinary)	Lesson 1: Understand the timeline of Western fashion. Recall key fashions in the Western world at different periods over the last 100 years. Include iconic movements like the 1926 little black dress and the mod influence of the 1960s. Lesson 2: Revisit previously learnt stiches. Lesson 3:learn to tack and applique Lesson 4:Design an outfit for a fashion show. Lesson 5: Create an applique Lesson 6: Model their individual pieces.	Lesson 1: Understand what a stop motion is. Lesson 2: Plan a stop motion animation. Lesson 3: Make a stand from wood. Lesson 4: Make the models for the Stop Motion. Lesson 5: Film a stop motion. Lesson 6: Evaluate against design.	Design and create set for show.  
SKILLS	Select materials based on properties Cut material accurately and precise Select best stitch for the purpose Use a sewing machine 	Know how to use gears Know how to join gears	
END POINT	Create a piece of clothing to show my views and opinions.	Create a set for a motion picture.	Create set for whole school show.
NEXT	KS3 textiles.	KS3 woodwork. 	KS3 drama.

Yellow- mechanisms

Grey- junk modelling

Green- food tech

Orange- woodwork

Blue- textiles

Red- Electrical systems