# Primary Phase Long Term Plan Design Technology (DT)



#### Overview

The foundations of our Design and Technology curriculum are based upon The National Curriculum (2014) and the projects are taught termly through 'Projects on a Page', produced by The Design and Technology Association.

There are **six key principles** that shape our curriculum intent in DT, these are:

Entitlement- every pupil has the right to learn all aspects of the curriculum.
Coherence- learning is built upon term by term, as well as year-on-year.
Adaptability- our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.
Representation- a diverse and inclusive curriculum is provided, in which pupils see themselves.
Mastery- providing depth to learning.

**Education with Character**- opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

Running through the curriculum are five vertical concepts that enable children to make connections between projects, developing their skills and knowledge. These concepts are: **Mechanisms/Mechanical Systems, Food, Textiles, Structures and Electrical Systems.** Through these projects, children are continuously building upon previously taught skills, which have been mapped across the school to ensure progression between year groups/key stages and to make links with other wider curriculum areas where possible.

Pupils design and make products that solve real and relevant problems within a variety of contexts. Food technology is also implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. Design and technology lessons are taught as a block, so that children's learning is focused throughout each unit of work. Pupils will build knowledge through the projects and at the start and end of the unit, complete a pre and post learning quiz to show their progress.

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently, and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make highquality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

Vertical Concept Overview						
Vertical Concept	Key Questions/Definition	Units				
Mechanisms/ Mechanical	DesignHow do wheels and axles work together?How do levers and linkage mechanisms work?What is a fixed and loose pivot?What are pneumatic mechanisms?MakeWhat tools will we need?What skills will we need to learn/develop?EvaluateDid our final product meet the original criteria?Did we follow our design?	Year 1: Sliders and Levers Year 2: Wheels and Axles Year 3: Levers and Linkages Year 4: Pneumatics Year 5: Pulleys or Gears Year 6: Cams				
Food	DesignWhat is a healthy and varied diet?Where do our ingredients come from?MakeWhat utensils and equipment will we need?What skills will we acquire/improve?EvaluateDoes our final product meet the design brief and specification?	Year 1: Preparing Fruit and Vegetables Year 2: Preparing Fruit and Vegetables Year 3: Health and Varied Diet Year 5: Celebrating Culture and Seasonality				
Textiles	DesignWhat joining techniques are there to join fabrics?What fastenings can we use?MakeWhat tools will we need?What skills will we need to learn/develop?EvaluateDid our final product meet the original criteria?Did we follow our design?	Year 1: Templates and Joining Techniques Year 4: 2D Shape to 3D Product Year 6: Combining Different Fabric Shapes				
Structures	DesignWhat structures do we know? How are they strengthened and functional?How can we construct a strong, stiff, functional structure?MakeWhat tools will we need?What skills will we need to learn/develop?EvaluateDid our final product meet the original criteria?Did we follow our design?	Year 2: Freestanding Structures Year 3: Shell Structures (nets) Year 5: Frame Structures				
Electrical Systems	DesignHow does an electric circuit work?What affects bulb brightness, buzzer volume, voltage & circuit symbols?MakeWhat tools will we need?What skills will we need to learn/develop?EvaluateDid our final product meet the original criteria?Did we follow our design?	Year 4: Simple Programming and Control Year 6: Monitoring and Control				

#### **Early Years**

	Nursery	Reception	Assessment
	<b>Unit:</b> Marvellous Me/It's Getting Cold Outside	Unit: Me and My World/My Heroes	<ul> <li>Individual and group observations</li> </ul>
Term	<b>Area of Learning:</b> Expressive Arts and Design	Area of Learning: Expressive Arts and Design	<ul> <li>Formative assessments through observations or planned activities during</li> </ul>
Autumn To	<ul> <li>Overview:</li> <li>Create textured animal pictures, selecting their own materials. Add bedding and shelters for the hibernating animals.</li> <li>Make Christmas decorations, cards and wrapping paper.</li> </ul>	<ul> <li>Overview:</li> <li>Using plasticine to create faces including different features, i.e. curly/straight hair.</li> <li>Create 3d models using different materials.</li> <li>Use joining materials to make moving parts (split pins/paper clips/treasury tags</li> </ul>	every lesson including have a go hedgehog (group work and assessment), verbal interaction, and focus children observations.

	Nursery	Reception	Assessment
Spring Term	<ul> <li>Nursery</li> <li>Unit: On the Move/ On the Farm</li> <li>Area of Learning: Expressive Arts and Design</li> <li>Overview: <ul> <li>Create 3d models of vehicles using Junk modelling using glue and cellotape</li> <li>Create houses for the animals using constructions blocks and small world resources</li> <li>Use small construction to make wheeled vehicles.</li> <li>Use cutlery to prepare and taste fruit and vegetables.</li> </ul> </li> </ul>	<ul> <li>Reception</li> <li>Unit: Castles/Knights and Dragons/Spring in our Step</li> <li>Area of Learning: Expressive Arts and Design</li> <li>Overview: <ul> <li>Using plasticine to create Dragons and the different parts of flowers using correct colours</li> <li>Reinforce language such, castle, tower, turret, stone, bricks, drawbridge, portcullis, moat, hill.</li> </ul> </li> </ul>	<ul> <li>Assessment</li> <li>Individual and group observations</li> <li>Formative assessments through observations or planned activities during every lesson including have a go hedgehog (group work and assessment), verbal interaction, and focus children observations.</li> </ul>

	Nursery	Reception	Assessment
	<b>Unit:</b> Once upon a time/All Creatures Great and Small	<b>Unit:</b> Where We Live/Science Detectives	<ul> <li>Individual and group observations</li> </ul>
Term	<b>Area of Learning:</b> Expressive Arts and Design	<b>Area of Learning:</b> Expressive Arts and Design	<ul> <li>Formative assessments through observations or planned activities during every lesson including have</li> </ul>
Summer	<ul> <li>Overview:</li> <li>Create 3d models of homes for the pigs.</li> <li>Use different joining materials to make caterpillars.</li> <li>Create playdough sculptures of minibeasts.</li> <li>Bake biscuits</li> </ul>	<ul> <li>Overview:</li> <li>Using 3D materials to create houses manipulating the materials to create windows/doors/rooves.</li> <li>Use natural materials to create different houses around the world.</li> </ul>	a go hedgehog (group work and assessment), verbal interaction, and focus children observations.

## Key Stage One

	Year 1	Year 2	Assessment
Autumn Term	<ul> <li>Unit: Preparing Fruit and Vegetables</li> <li>Vertical Concept: Food</li> <li>Finished Project: Fruit Kebab for Year 1 child</li> <li>Designing <ul> <li>Design appealing products for a particular user based on simple design criteria.</li> <li>Investigate a variety of fruit and vegetables.</li> </ul> </li> <li>Making <ul> <li>Use simple utensils and equipment to e.g., peel, cut, slice and chop safely.</li> <li>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> </li> <li>Evaluating <ul> <li>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>Evaluate ideas and finished products against design criteria</li> </ul> </li> </ul>	<ul> <li>Unit: Preparing Fruit and Vegetables</li> <li>Vertical Concept: Food</li> <li>Finished Project: Fruit Smoothie for a Class Party</li> <li>Design appealing products for a particular user based on simple design criteria.</li> <li>investigate a variety of fruit and vegetables.</li> <li>Making</li> <li>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> <li>Evaluating</li> <li>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>Evaluate ideas and finished products against design criteria</li> </ul>	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Year 1 will self and peer assess their fruit kebab</li> <li>Year 2 will self and peer assess their fruit smoothie</li> </ul>

	Year 1	Year 2	Assessment
Spring Term	<ul> <li>Unit: Sliders and Levers</li> <li>Vertical Concept: Mechanisms</li> <li>Finished Project: Moving Story Book for a Reception Child</li> <li>Designing <ul> <li>Generate ideas based on simple design criteria</li> <li>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> </li> <li>Making <ul> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> </ul> </li> </ul>	<ul> <li>Unit: Wheels and Axles</li> <li>Vertical Concept: Mechanisms</li> <li>Finished Project: Model Fire Engine for a Reception Child</li> <li>Designing <ul> <li>Generate initial ideas and simple design criteria</li> <li>Develop and communicate ideas through drawings and mock-ups.</li> </ul> </li> <li>Making <ul> <li>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> </ul> </li> </ul>	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Year 1 will self and peer assess their moving story book</li> <li>Year 2 will self and peer assess their fire engine</li> </ul>

<ul> <li>Evaluating</li> <li>Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose and design criteria.</li> </ul>	<ul> <li>Select and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> <li>Evaluating</li> <li>Explore and evaluate a range of products with wheels and axles.</li> <li>Evaluate their ideas throughout and their products against original criteria.</li> </ul>	
---	--	--

																/e	ar	r 2	2												As	sse	ess	me	ent		
Vertini ini bed Des Gdu Do ta ta Ste cl Su Su Su Su Su Su Su Su Su Su Su Su Su	Ve Fin pe • • • • • • • • • • •	V( Fi p( ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) )	V Fi p • • • •	V( Fi p( ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) )	Ve Fi pe • Μ • • •	Ve Fii pe • • • • • •		Ver initiated Des Constant States Sta	ertinie es Gold Doota al Steol Simble Usion (E) Simble Usion (C) Simble Usion (C)	ertinica es Godo Docta ak Stech Smbu Usor val E	ertinie es Gold Doota al Steol Simble Usion (E) Simble Usion (C) Simble Usion (C)	George Contraction Service Ser	rti is de Ge de Co co cal Sec ch Sec ch Sec cal Js sui cre all	tic shees ignession alk kin election alk hole at uit rea lua	<b>ca</b> <b>b</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b>	letting tt: letting le	g S A A A A A A A A A A A A A A A A A A	Str Str Str Str Str Str Str Str Str Str	ruuru rii a r d ic an s,, ir la tr g t tr uc	d de	tui ge ver or eas i di ski g th me cti ech ure	re: fc r. n s s t rav fills he hn e ti hn e ti	s or hr wi a ir	ing inc <it< td=""><td>ıgh s. I</td><td>ו</td><td>•</td><td>di in Re ra te W Ye as Ye</td><td>uri clu evi ing ch hit eai sse eai</td><td>na ng ud iev ge nni cet r 1 ess r 2</td><td>ativ gev le: w, of iqu coor s t</td><td>ve a ver qu arc rill s hei</td><td>ass ry lo rba les ar d ta sel sel ir s sel</td><td>ses ess al fe tio nd ask f an soft f an</td><td>sm son eed ning min s. nd p toy</td><td>bao g ii bee</td><td>r</td></it<>	ıgh s. I	ו	•	di in Re ra te W Ye as Ye	uri clu evi ing ch hit eai sse eai	na ng ud iev ge nni cet r 1 ess r 2	ativ gev le: w, of iqu coor s t	ve a ver qu arc rill s hei	ass ry lo rba les ar d ta sel sel ir s sel	ses ess al fe tio nd ask f an soft f an	sm son eed ning min s. nd p toy	bao g ii bee	r
tical Conc shed Proje estrians to signing eenerate ide esign criter owelop, mo ommunica alking, moo king elect and u echniques, hoices. elect new a naterials ar uild their s lse simple uitable for reating. luating xplore a ra	ertical Conc nished Proje destrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating. aluating Explore a ra	ertical Conc nished Proje edestrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating.	ertical Conc nished Proje edestrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating. valuating Explore a ra	ertical Conc nished Proje edestrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating.	ertical Conc nished Proje edestrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating. Yaluating Explore a ra	ertical Conc nished Project edestrians to esigning Generate ide design criter Develop, mode communicatalking, mode aking Select and ut techniques, choices. Select new a materials ar build their se Use simpler suitable for creating. Paluating Explore a rate	ertical Conc nished Proje destrians to esigning Generate ide design criter Develop, mo communica talking, mod aking Select and u techniques, choices. Select new a materials ar build their s Use simple suitable for creating. aluating Explore a ra	tical Conc shed Proje estrians to signing eenerate ide esign criter oevelop, mo ommunica alking, moo king elect and u echniques, hoices. elect new a naterials ar uild their s lse simple uitable for reating. luating xplore a ra	tical Conc shed Proje estrians to igning enerate ide esign criter evelop, mo ommunica ilking, moo king elect and u echniques, noices. elect new a materials ar uild their si se simple for reating. luating xplore a ra	tical Conc shed Proje estrians to igning enerate ide esign criter evelop, mo ommunica ilking, moo king elect and u chniques, noices. elect new a iaterials ar uild their si se simple for reating.	tical Conc shed Proje estrians to igning enerate ide esign criter evelop, mo ommunica ilking, moo king elect and u echniques, noices. elect new a materials ar uild their si se simple for reating. luating xplore a ra	ical Conc shed Project estrians to igning enerate ide esign criter evelop, mo ommunica lking, moo ting elect and u chniques, noices. elect new a aterials ar uild their sist se simple for eating. uitable for eating.	cal Conc hed Proje strians to gning nerate ide sign criter velop, mo mmunica king, moc ng lect and u chniques, oices. lect new a aterials ar ild their si e simple itable for eating.	al Conc led Project trians to ning herate ide ign criter relop, mo- ning, moo ning, moo sect and u niques, ices. ect new a cerials ar d their s simple able for able for ating. lore a ra	l Conc d Proje- ians to ing rate id- ing rate id- ing, mod to ing, mod tand u ing, mod tand u ing are their s simple i ble for ing.	di c c c c c c c c c c c c c c c c c c c	din ept ct: crc as ia de t k-u se ruc inis he	ding s <b>ct:</b> A <b>cross</b> <b>cas b</b> <b>ia</b> del a <b>ce the</b> <b>k-ups</b> <b>se to</b> <b>expla</b> <b>nd re</b> <b>d con</b> <b>ructu</b> <b>inish</b> <b>he st</b> <b>nge o</b>	ding St ept: Str ct: A B cross a eas bas ia del and e their k-ups a se tool explair nd rec d cons ructure inishin he stru	ding Stru ept: Stru cross a eas base ia del and e their id k-ups ar se tools explainin nd recla d constr ructures inishing he struc	ding Struc <b>ept</b> : Struc <b>ct:</b> A Brid cross a riv eas based ia del and te their ide k-ups and se tools, s explaining nd reclair d constru ructures. inishing te he structu	ding Structu ept: Structu ct: A Bridge cross a rive as based of a del and te their idea k-ups and d se tools, ski explaining t d construct ructures. inishing tech he structure	ding Structure <b>ept</b> : Structure <b>ct:</b> A Bridge for cross a river. eas based on s ia del and te their ideas t k-ups and dravi- se tools, skills explaining the nd reclaimed d construction ructures. inishing techn he structure t	ding Structures <b>ept</b> : Structures <b>ct:</b> A Bridge for cross a river. eas based on sir ia del and te their ideas thr k-ups and drawi se tools, skills a explaining their nd reclaimed d construction l ructures. inishing techniq he structure the	ding Structures <b>ept</b> : Structures <b>ct:</b> A Bridge for cross a river. eas based on simp ia del and te their ideas throu k-ups and drawing se tools, skills and explaining their nd reclaimed d construction kits ructures. inishing technique he structure they a	ding Structures <b>ept</b> : Structures <b>ct:</b> A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are age of existing	ding Structures ept: Structures ct: A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are	ding Structures ept: Structures ct: A Bridge for cross a river.•as based on simple ia del and te their ideas through k-ups and drawings.•se tools, skills and explaining their•nd reclaimed d construction kits to ructures. inishing techniques he structure they are•	ding Structures ept: Structures ct: A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are	ding Structures ept: Structures ct: A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are	ding Structures ept: Structures ct: A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are	ding Structures ept: Structures ct: A Bridge for cross a river. eas based on simple ia del and te their ideas through k-ups and drawings. se tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they are	<ul> <li>ding Structures</li> <li>ept: Structures</li> <li>ct: A Bridge for</li> <li>cross a river.</li> <li>eas based on simple</li> <li>ia</li> <li>del and</li> <li>te their ideas through</li> <li>K-ups and drawings.</li> <li>se tools, skills and</li> <li>explaining their</li> <li>nd reclaimed</li> <li>d construction kits to</li> <li>ructures.</li> <li>inishing techniques</li> <li>he structure they are</li> </ul>	<ul> <li>ding Structures</li> <li>ept: Structures</li> <li>ct: A Bridge for</li> <li>cross a river.</li> <li>eas based on simple</li> <li>del and</li> <li>te their ideas through</li> <li>k-ups and drawings.</li> <li>se tools, skills and</li> <li>explaining their</li> <li>nd reclaimed</li> <li>d construction kits to</li> <li>ructures.</li> <li>inishing techniques</li> <li>he structure they are</li> <li>Formative ass</li> <li>Guard Structures</li> <li>Section Structures</li> <li>Section Structure they are</li> </ul>	ding Structures ept: Structures ct: A Bridge for cross a river.• Formative asses during every less include: Review, verbal fer range of question techniques and in whiteboard tasks • Year 1 will self and assess their soft • Year 2 will self and assess their brideas based on simple ia del and te their ideas through k-ups and drawings.• Formative assess during every less include: Review, verbal fer range of question techniques and in whiteboard tasks • Year 1 will self and assess their soft • Year 2 will self and assess their bridse tools, skills and explaining their nd reclaimed d construction kits to ructures. inishing techniques he structure they areage of existing	<ul> <li>Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks.</li> <li>Year 1 will self and p assess their soft toy</li> <li>Year 2 will self and p assess their bridge</li> </ul>	<ul> <li>ding Structures</li> <li>ept: Structures</li> <li>ct: A Bridge for</li> <li>cross a river.</li> <li>eas based on simple</li> <li>ia</li> <li>del and</li> <li>e their ideas through</li> <li>k-ups and drawings.</li> <li>se tools, skills and</li> <li>explaining their</li> <li>nd reclaimed</li> <li>d construction kits to</li> <li>ructures.</li> <li>inishing techniques</li> <li>he structure they are</li> <li>ge of existing</li> <li>Formative assessment</li> <li>Guring every lesson</li> <li>include:</li> <li>Review, verbal feedback</li> <li>range of questioning</li> <li>techniques and mini</li> <li>whiteboard tasks.</li> <li>Year 1 will self and pee</li> <li>assess their soft toy</li> <li>Year 2 will self and pee</li> <li>assess their bridge</li> </ul>
												rtiide s Gee Docca ta ak Setech Sem Duissi corr al	rti is de Ge de Co co cal Sec ch Sec ch Sec cal Js sui cre all	tic shees ignession alk kin election alk hole at uit rea lua	<b>ca</b> <b>b</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b> <b>c</b>	andi nce ojec to c idea teria moc cate iock d us es, e and r stru le fir or th rang	andin ncept oject: to cro ideas teria mode cate t iock-u d use es, exp w and and c r struc le finis or the range	anding s <b>ncept</b> : S <b>oject</b> : A to cross ideas b iteria model a cate the lock-ups d use to es, expla w and re and con r structu le finish or the st range o	anding St ncept: Sti oject: A B to cross a ideas bas teria model and cate their lock-ups a d use tool es, explair w and rec and cons r structure le finishin or the stru	ncept: Stru oject: A Bri to cross a ideas base teria model and cate their id ock-ups ar d use tools es, explainin w and recla and constr r structures le finishing or the struct	anding Struc <b>ncept</b> : Struc <b>oject:</b> A Brid to cross a riv ideas based teria model and cate their ide lock-ups and d use tools, s es, explaining w and reclair and constru r structures. le finishing te or the structu	anding Structu ncept: Structu oject: A Bridge to cross a rive ideas based of teria model and cate their idea lock-ups and d d use tools, ski es, explaining t w and reclaime and construct r structures. le finishing tech or the structures	anding Structure ncept: Structure oject: A Bridge for to cross a river. ideas based on s teria model and cate their ideas t iock-ups and drav d use tools, skills es, explaining the w and reclaimed and construction r structures. le finishing techn or the structure t	anding Structures <b>ncept</b> : Structures <b>oject:</b> A Bridge for to cross a river. ideas based on sir teria model and cate their ideas thr lock-ups and drawi d use tools, skills a es, explaining their w and reclaimed and construction I r structures. le finishing techniq or the structure the	anding Structures <b>ncept</b> : Structures <b>oject:</b> A Bridge for to cross a river. ideas based on simp teria model and cate their ideas throu lock-ups and drawing d use tools, skills and es, explaining their w and reclaimed and construction kits r structures. le finishing technique or the structure they a	anding Structures ncept: Structures oject: A Bridge for to cross a river. ideas based on simple teria model and cate their ideas through ock-ups and drawings. d use tools, skills and es, explaining their w and reclaimed and construction kits to r structures. le finishing techniques or the structure they are range of existing	anding Structures ncept: Structures oject: A Bridge for to cross a river. ideas based on simple teria model and cate their ideas through tock-ups and drawings. d use tools, skills and es, explaining their w and reclaimed and construction kits to r structures. le finishing techniques or the structure they are range of existing	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	anding Structures ncept: Structures oject: A Bridge for to cross a river. ideas based on simple ideas based on simple teria model and cate their ideas through nock-ups and drawings. d use tools, skills and es, explaining their w and reclaimed and construction kits to r structures. le finishing techniques or the structure they are range of existing	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>lock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>nock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> <li>range of existing</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> <li>range of existing</li> <li>Formative assessm</li> <li>during every lesson</li> <li>include:</li> <li>Review, verbal feed</li> <li>range of questioning</li> <li>techniques and min</li> <li>whiteboard tasks.</li> <li>Year 1 will self and p</li> <li>assess their soft toy</li> <li>Year 2 will self and p</li> <li>assess their bridge</li> </ul>	<ul> <li>anding Structures</li> <li>ncept: Structures</li> <li>oject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>teria</li> <li>model and</li> <li>cate their ideas through</li> <li>ock-ups and drawings.</li> <li>d use tools, skills and</li> <li>es, explaining their</li> <li>w and reclaimed</li> <li>and construction kits to</li> <li>r structures.</li> <li>le finishing techniques</li> <li>or the structure they are</li> <li>range of existing</li> </ul>
tic sh es ig es or alk kin ele ch ho ele tuil lse uit rea <b>lua</b>	ertic nish des sig Gen des Dev com talk Sele tech cho Sele buil Use suit crea alua	ertic nish edes esig Gen des Dev com talk Sele tech cho Sele mat buil Use suit crea <i>valua</i>	ertic nish edes esig Gen des Dev com talk akin Sele tech cho Sele mat buil Use suit crea valua	ertic nish edes esig Gen des Dev com talk Sele tech cho Sele mat buil Use suit crea <i>valua</i>	ertic nish edes esig Gen des Dev com talk Sele tech cho Sele mat buil Use suit crea <i>valua</i>	ertic nish edes esig Gen des Dev com talk Sele tech cho Sele tuil Use suit crea suit crea	ertic nish des sig Gen des Dev com talk Sele tech cho Sele buil Use suit crea alua	tic ish les ig es or alk kin ele ho ele ho ele tic is ig es or alk kin ele so ig ig es or alk kin es tic is ig ig es or alk kin es tic is ig ig es or alk is ig ig ig es or alk is ig ig ig ig ig ig ig ig ig ig ig ig ig	tic sh es ig ev or ilk ch ech ele at uil se uil se at vil at vil e at vil at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi vi vi vi atvi vi at vi vi vi vi vi vi vi vi vi vi vi vi vi	tic sh es ig es ev or ik tin es con electione at uit rea	tic sh es ig ev or ilk ch ech ele at uil se uil se at vil at vil e at vil at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi at vi vi vi vi vi atvi vi at vi vi vi vi vi vi vi vi vi vi vi vi vi	ic sha signed and sha	chs gensvmk nletholeatil eiter		aetr nieigenrir gewinder	estandi Conce Projec ins to c g ate idea criteria p, moc unicate , mock and us ques, e s. new ar als and neir stru- nple fir e for th g. <b>1g</b>	estandin <b>Project:</b> Ins to cro <b>g</b> ate ideas criteria p, mode unicate t , mock-u and use ques, exp s. new and als and c neir struc nple finis e for the g. <b>1g</b> e a range	estanding S <b>Project:</b> A ins to cross <b>g</b> ate ideas b criteria p, model a unicate the , mock-ups and use to ques, expla s. new and re als and com- neir structum nple finish e for the st g. <b>ng</b> e a range of	estanding St Concept: Sti Project: A B ans to cross a g ate ideas bas criteria p, model and unicate their , mock-ups a and use tool ques, explair s. new and rec als and cons neir structure nple finishin e for the stru g. ng e a range of e	estanding Stru Concept: Stru Project: A Bri ins to cross a f ate ideas base criteria p, model and unicate their id , mock-ups ar and use tools ques, explaining als and constructures nple finishing e for the structures nple finishing e for the structures nple finishing e for the structures nple finishing e for the structures nple finishing e for the structures	estanding Struc Concept: Struc Project: A Brid ins to cross a riv g ate ideas based criteria p, model and unicate their ide , mock-ups and and use tools, s ques, explaining s. new and reclair als and constru heir structures. nple finishing te e for the structu g.	estanding Structu <b>Project:</b> A Bridge ins to cross a rive <b>g</b> ate ideas based of criteria p, model and unicate their idea , mock-ups and d and use tools, ski ques, explaining t s. new and reclaime als and construct heir structures. nple finishing tecl e for the structures <b>g</b> . <b>1g</b> e a range of existin	estanding Structure Concept: Structure Project: A Bridge for ans to cross a river. g ate ideas based on s criteria p, model and unicate their ideas t , mock-ups and dra and use tools, skills ques, explaining the s. new and reclaimed als and construction heir structures. nple finishing techn e for the structure t g.	estanding Structures Concept: Structures Project: A Bridge for ans to cross a river. g ate ideas based on sir criteria p, model and unicate their ideas thr , mock-ups and drawi and use tools, skills a ques, explaining their s. new and reclaimed als and construction I heir structures. nple finishing techniq e for the structure the g.	estanding Structures Concept: Structures Project: A Bridge for ans to cross a river. g ate ideas based on simp criteria p, model and unicate their ideas throu unicate their ideas throu , mock-ups and drawing and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits heir structures. nple finishing technique e for the structure they a g. ng	estanding Structures Concept: Structures Project: A Bridge for ans to cross a river. g ate ideas based on simple criteria p, model and unicate their ideas through , mock-ups and drawings. and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits to heir structures. nple finishing techniques e for the structure they are g. ng e a range of existing	estanding Structures Concept: Structures Project: A Bridge for ins to cross a river. g ate ideas based on simple criteria p, model and unicate their ideas through , mock-ups and drawings. and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits to heir structures. nple finishing techniques e for the structure they are g. ng e a range of existing	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and unicate their ideas through , mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>nple finishing techniques e for the structure they are g.</li> <li>ng</li> <li>a range of existing</li> </ul>	estanding Structures Concept: Structures Project: A Bridge for ans to cross a river. g ate ideas based on simple criteria p, model and unicate their ideas through , mock-ups and drawings. and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits to heir structures. nple finishing techniques e for the structure they are g. ng e a range of existing	estanding Structures Concept: Structures Project: A Bridge for ins to cross a river. g ate ideas based on simple criteria p, model and unicate their ideas through , mock-ups and drawings. and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits to heir structures. nple finishing techniques e for the structure they are g. ng	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through</li> <li>mock-ups and drawings.</li> <li>Year 1 asses</li> <li>Year 2 asses</li> <li>Year 2 asses</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>mple finishing techniques</li> <li>e for the structure they are g.</li> <li>ng</li> </ul>	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through</li> <li>mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>mple finishing techniques e for the structure they are g.</li> <li>ng</li> </ul>	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through</li> <li>mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>mple finishing techniques</li> <li>e for the structure they are g.</li> <li>ng</li> </ul>	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through</li> <li>mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>mple finishing techniques</li> <li>e for the structure they are g.</li> <li>ng</li> </ul>	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through</li> <li>mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to heir structures.</li> <li>mple finishing techniques</li> <li>e for the structure they are g.</li> <li>ng</li> <li>a range of existing</li> <li>Formative asses during every less include:</li> <li>Review, verbal fer range of question techniques and useloard tasks</li> <li>Year 1 will self ar assess their soft</li> <li>Year 2 will self ar assess their brid</li> </ul>	<ul> <li>Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks.</li> <li>Year 1 will self and p assess their soft toy.</li> <li>Year 2 will self and p assess their bridge</li> <li>and use tools, skills and ques, explaining their s. new and reclaimed als and construction kits to heir structures. mple finishing techniques e for the structure they are g.</li> <li>ng</li> <li>a range of existing</li> <li>Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks.</li> <li>Year 1 will self and p assess their bridge</li> </ul>	<ul> <li>estanding Structures</li> <li>Concept: Structures</li> <li>Project: A Bridge for ans to cross a river.</li> <li>g</li> <li>ate ideas based on simple criteria</li> <li>p, model and</li> <li>unicate their ideas through , mock-ups and drawings.</li> <li>and use tools, skills and ques, explaining their s.</li> <li>new and reclaimed als and construction kits to neir structures.</li> <li>mple finishing techniques e for the structure they are g.</li> <li>ng</li> <li>a range of existing</li> <li>Formative assessment during every lesson include: Review, verbal feedbac range of questioning techniques and mini whiteboard tasks.</li> <li>Year 1 will self and pee assess their bridge</li> </ul>
tical she estri eestri eesigi eevel oomn alkin hoic eechn hoic eechn hoic elec mater uitak reati luat xplo	ertical nished destri destri Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati aluat Explo	ertical nished edestri esigni Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati	ertical nished edestri esigni Gener design Devel comm talkin selec techn choic Selec mater build Use s suitat creati	ertical nished edestri esigni Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati	ertical nished edestri esigni Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati	ertical nished edestri esigni Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati explo	ertical nished destri destri Gener design Devel comm talkin; aking Selec techn choic Selec mater build Use s suitat creati aluat Explo	tical ishe ishe ishe ishe ishe ishe ishe ishe	tical shee estri igni ener esigr evel omm ilkin; ilkin; icing elecc echn noic elecc nater uitak reati se s s uitak reati	tical shee estri igni ener esigr evel comm ilkin; icing elec ater uital reati se s uital reati	tical shee estri igni ener esigr evel omm ilkin; ilkin; icing elecc echn noic elecc nater uitak reati se s s uitak reati	ical shee estri igni ener esigr evel bomn lkin; ing elec chn noic chn noic elec ater uitat eati se s uitat	cal hea stri gni sign vel sign vel mn kin lec chn oic lec ater itat e s itat	al intri		tandi pnce rojec s to c e idea riteria , moc nicate nock nd us es, e ew an s and ir stru- ple fir for th	tandin <b>project:</b> s to cro e ideas riteria mode nicate t nock-u nd use les, exp ew and s and c ir structor ole finis for the	tanding s <b>roject:</b> A s to cross e ideas b riteria model a nicate the nock-ups and use to les, expla ew and re s and con ir structu ole finish for the st	tanding St <b>project:</b> A B is to cross a e ideas bas riteria model and icate their nock-ups a and use tool les, explair ew and rec is and cons ir structure ole finishin for the stru	tanding Stru <b>roject:</b> A Bri <b>s</b> to cross a e ideas base riteria model and nicate their id nock-ups ar and use tools es, explaining for the struct a range of ex	tanding Struc oncept: Struc roject: A Brid s to cross a riv e ideas based riteria , model and nicate their ide nock-ups and nd use tools, s ees, explaining ew and reclair s and constru ir structures. ole finishing te for the structu	tanding Structu oncept: Structu roject: A Bridge s to cross a rive e ideas based of riteria , model and nicate their idea nock-ups and d nd use tools, ski es, explaining t ew and reclaime s and construct ir structures. ole finishing tech for the structures	tanding Structure <b>project:</b> A Bridge for s to cross a river. e ideas based on s riteria model and nicate their ideas t nock-ups and dravi- nd use tools, skills les, explaining the ew and reclaimed s and construction ir structures. ble finishing techn for the structure t	tanding Structures <b>oncept</b> : Structures <b>roject:</b> A Bridge for s to cross a river. e ideas based on sir riteria model and nicate their ideas thr nock-ups and drawi and use tools, skills a les, explaining their ew and reclaimed s and construction l ir structures. ble finishing techniq for the structure the	tanding Structures <b>oncept</b> : Structures <b>roject:</b> A Bridge for s to cross a river. e ideas based on simp riteria model and nicate their ideas throu nock-ups and drawing and use tools, skills and les, explaining their ew and reclaimed s and construction kits ir structures. ble finishing technique for the structure they a	tanding Structures <b>oncept</b> : Structures <b>roject:</b> A Bridge for s to cross a river. e ideas based on simple riteria model and nicate their ideas through nock-ups and drawings. and use tools, skills and les, explaining their ew and reclaimed s and construction kits to ir structures. ole finishing techniques for the structure they are a range of existing	tanding Structures oncept: Structures roject: A Bridge for s to cross a river. e ideas based on simple riteria , model and nicate their ideas through nock-ups and drawings. and use tools, skills and les, explaining their ew and reclaimed s and construction kits to ir structures. ole finishing techniques for the structure they are	<ul> <li>tanding Structures</li> <li>oncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nock-ups and drawings.</li> <li>and use tools, skills and</li> <li>es, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>oncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nock-ups and drawings.</li> <li>and construction kits to</li> <li>ir structures.</li> <li>ole finishing techniques</li> <li>for the structure they are</li> <li>a range of existing</li> </ul>	<ul> <li>tanding Structures</li> <li>foncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>and use tools, skills and</li> <li>es, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>procept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>and use tools, skills and</li> <li>tes, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>oncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>And use tools, skills and</li> <li>tes, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>oncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>And use tools, skills and</li> <li>es, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>oncept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>A use tools, skills and</li> <li>es, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> </ul>	<ul> <li>tanding Structures</li> <li>forcept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>A use tools, skills and</li> <li>tes, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ble finishing techniques</li> <li>for the structure they are</li> <li>a range of existing</li> </ul>	<ul> <li>tanding Structures</li> <li>project: A Bridge for</li> <li>s to cross a river.</li> <li>e ideas based on simple</li> <li>riteria</li> <li>model and</li> <li>nicate their ideas through</li> <li>nock-ups and drawings.</li> <li>Ho use tools, skills and</li> <li>res, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>ole finishing techniques</li> <li>for the structure they are</li> <li>a range of existing</li> <li>Formative assessm</li> <li>during every lesson</li> <li>include:</li> <li>Review, verbal feed</li> <li>range of questioning</li> <li>techniques and min</li> <li>whiteboard tasks.</li> <li>Year 1 will self and p</li> <li>assess their soft toy</li> <li>Year 2 will self and p</li> <li>assess their bridge</li> </ul>	<ul> <li>tanding Structures</li> <li>procept: Structures</li> <li>roject: A Bridge for</li> <li>s to cross a river.</li> <li>a ideas based on simple</li> <li>model and</li> <li>nock-ups and drawings.</li> <li>And use tools, skills and</li> <li>es, explaining their</li> <li>ew and reclaimed</li> <li>s and construction kits to</li> <li>ir structures.</li> <li>obe finishing techniques</li> <li>for the structure they are</li> <li>a range of existing</li> <li>Formative assessment during every lesson</li> <li>include:</li> <li>Review, verbal feedback</li> <li>range of questioning techniques and mini</li> <li>whiteboard tasks.</li> <li>Year 1 will self and peel assess their soft toy</li> <li>Year 2 will self and peel assess their bridge</li> </ul>
tical C shed F estriar signing enerat esign c oevelop ommul alking, l elect a echniqu hoices elect n naterial uild the lse sim uitable reating luating xplore	ertical C nished F destriar esigning Generat design c Develop commun talking, 1 aking Select a techniqu choices Select n material build the Use sim suitable creating Explore	ertical C nished F edestriar esigning Generat design c Develop commut talking, select a techniqu choices Select n material build the Use sim suitable creating Kaluating	ertical C nished F edestriar esigning Generat design c Develop commut talking, aking Select a techniqu choices Select n material build the Use sim suitable creating Kaluating	ertical C nished F edestriar esigning Generat design c Develop commut talking, select a techniqu choices Select n material build the Use sim suitable creating Kaluating	ertical C nished F edestriar esigning Generat design c Develop communitalking, aking Select a techniquichoices Select n material build the Use sim suitable creating Kaluating Explore	ertical C nished F edestriar esigning Generat design c Develop communitalking, 1 aking Select a techniquitalking Select a techniquital build the Use sim suitable creating Faluating Explore	ertical C nished F destriar esigning Generat design c Develop commun talking, 1 aking Select a techniqu choices Select n material build the Use sim suitable creating Explore	tical C ished F lestriar signing Generat esign c bevelop ommul alking, l king elect a hoices elect n hoices elect n haterial uild the lse sim uitable reating luating xplore	tical C shed F estriar igning enerat esign c evelop ommul ilking, i ilking, i connique elect a echnique noices elect n inaterial uild the se sim uitable reating kplore	tical C shed F estriar igning enerat esign c evelop ommul ilking, i chniqu noices elect a echniqu noices elect n aterial uild the se sim uitable reating kplore	tical C shed F estriar igning enerat esign c evelop ommul ilking, i ilking, i connique elect a echnique noices elect n inaterial uild the se sim uitable reating kplore	ical C shed F estriar igning enerat esign c evelop ommul king, ing elect a chniqu noices elect n aterial uild the se sim uitable eating choices	cal C hed F striar gning nerat sign c velop mmul king, l lect a chniqu oices lect n aterial ild the e sim itable eating olore	al C led F triar ning herat ign c elop nmul ing, g ect a nniqu ices ect n able sim able ating lore	l C d F iar ing rat ing ct a lop mul ig, l ct a niqu ct a ble ble ing ting ore	andi ince jjec to c idea ceria noc cate ock I us s, e v ar and stru e fir or th	andin <b>icept</b> <b>ject</b> : to cro ideas ceria node cate t ock-u l use s, exp v and and c struc e finis or the cange	anding s <b>Dject:</b> A to cross deas b ceria nodel a cate the ock-ups d use to s, expla v and re and con structu e finish or the st	anding St <b>icept</b> : Str <b>iject:</b> A B to cross a ideas bas ceria model and cate their ock-ups a d use tool s, explair v and rec and cons structure e finishin or the stru	anding Stru <b>icept</b> : Stru <b>ject:</b> A Bri to cross a ideas base to cross a ideas base to cross a ideas base to cross a and constr structures e finishing or the struc	anding Struc <b>icept</b> : Struc <b>oject:</b> A Brid to cross a riv ideas based andel and cate their ide ock-ups and d use tools, s s, explaining v and reclair and constru structures. e finishing te or the structu	anding Structu <b>ncept</b> : Structu <b>oject:</b> A Bridge to cross a rive ideas based of reria nodel and cate their idea ock-ups and d d use tools, ski s, explaining t v and reclaime and construct structures. e finishing tecl or the structure	anding Structure <b>Dept</b> : Structure <b>Dject:</b> A Bridge for to cross a river. Ideas based on s teria nodel and cate their ideas t ock-ups and dravi- I use tools, skills s, explaining the v and reclaimed and construction structures. e finishing techn or the structure t	anding Structures <b>ncept</b> : Structures <b>oject:</b> A Bridge for to cross a river. Ideas based on sin- teria nodel and cate their ideas the ock-ups and drawi I use tools, skills a s, explaining their v and reclaimed and construction I structures. e finishing techniq or the structure the	anding Structures <b>ncept</b> : Structures <b>oject:</b> A Bridge for to cross a river. Ideas based on simp reria nodel and cate their ideas throu ock-ups and drawing I use tools, skills and s, explaining their v and reclaimed and construction kits structures. e finishing technique or the structure they a	anding Structures <b>ncept</b> : Structures <b>oject:</b> A Bridge for to cross a river. Ideas based on simple teria nodel and cate their ideas through ock-ups and drawings. I use tools, skills and s, explaining their v and reclaimed and construction kits to structures. e finishing techniques or the structure they are range of existing	anding Structures <b>ncept</b> : Structures <b>oject</b> : A Bridge for to cross a river. Ideas based on simple teria nodel and cate their ideas through ock-ups and drawings. I use tools, skills and s, explaining their v and reclaimed and construction kits to structures. e finishing techniques or the structure they are range of existing	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>deas based on simple</li> <li>eria</li> <li>nodel and</li> <li>cate their ideas through</li> <li>bock-ups and drawings.</li> <li>d use tools, skills and</li> <li>s, explaining their</li> <li>v and reclaimed</li> <li>and construction kits to structures.</li> <li>e finishing techniques</li> <li>or the structure they are</li> </ul>	anding Structures <b>ncept</b> : Structures <b>oject</b> : A Bridge for to cross a river. Ideas based on simple reria nodel and cate their ideas through ock-ups and drawings. I use tools, skills and s, explaining their v and reclaimed and construction kits to structures. e finishing techniques or the structure they are range of existing	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>Yeal</li> <li>asse</li> <li>Yeal<td><ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>Year 1</li> <li>asses</li> <li>Year 2</li> <li>asses</li> <li>I use tools, skills and</li> <li>s, explaining their</li> <li>v and reclaimed</li> <li>and construction kits to</li> <li>structures.</li> <li>e finishing techniques</li> <li>or the structure they are</li> </ul></td><td><ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>deas based on simple</li> <li>Year 1 w</li> <li>assess t</li> <li>Year 2 w</li> <li>assess t</li> <li>Section of the structure they are</li> </ul></td><td><ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul></td><td><ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul></td><td><ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul></td><td><ul> <li>Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks.</li> <li>Year 1 will self and p assess their soft toy</li> <li>Year 2 will self and p assess their bridge</li> </ul></td><td><ul> <li>Formative assessment during every lesson include: Review, verbal feedback range of questioning techniques and mini whiteboard tasks.</li> <li>Year 1 will self and peer assess their soft toy</li> <li>Year 2 will self and peer assess their bridge</li> </ul></td></li></ul>	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>ideas based on simple</li> <li>Year 1</li> <li>asses</li> <li>Year 2</li> <li>asses</li> <li>I use tools, skills and</li> <li>s, explaining their</li> <li>v and reclaimed</li> <li>and construction kits to</li> <li>structures.</li> <li>e finishing techniques</li> <li>or the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>deas based on simple</li> <li>Year 1 w</li> <li>assess t</li> <li>Year 2 w</li> <li>assess t</li> <li>Section of the structure they are</li> </ul>	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul>	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul>	<ul> <li>anding Structures</li> <li>bject: A Bridge for</li> <li>to cross a river.</li> <li>ideas based on simple</li> <li>i</li></ul>	<ul> <li>Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks.</li> <li>Year 1 will self and p assess their soft toy</li> <li>Year 2 will self and p assess their bridge</li> </ul>	<ul> <li>Formative assessment during every lesson include: Review, verbal feedback range of questioning techniques and mini whiteboard tasks.</li> <li>Year 1 will self and peer assess their soft toy</li> <li>Year 2 will self and peer assess their bridge</li> </ul>
tical Col shed Pr estrians signing enerate esign cri bevelop, ommuni alking, m king elect and hoices. elect new haterials uild their lise simpluitable for reating. luating xplore a	ertical Con nished Pro- destrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. aluating Explore a	ertical Con nished Pre- edestrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. valuating Explore a	ertical Con nished Pre- edestrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. valuating Explore a	ertical Con nished Pre- edestrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. valuating Explore a	ertical Con nished Pre- edestrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. valuating Explore a	ertical Con nished Pre- edestrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. valuating Explore a	ertical Con nished Pro- destrians esigning Generate design cri Develop, communi talking, m aking Select and technique choices. Select new materials build their Use simpl suitable for creating. aluating Explore a	tical Col shed Pri estrians signing Generate esign cri oevelop, ommuni alking, m king elect and boices. elect new naterials uild their lise simpluitable for reating. luating xplore a	tical Con shed Presentions igning enerate esign cri evelop, ommuni alking, m cing elect and cohnique noices. elect new naterials uild their se simpluitable for reating. luating xplore a	tical Col shed Press estrians igning enerate esign cri evelop, ommuni ilking, m cing elect and connique noices. elect new naterials uild their se simpluitable for reating.	tical Con shed Presentions igning enerate esign cri evelop, ommuni alking, m cing elect and cohnique noices. elect new naterials uild their se simpluitable for reating. luating xplore a	ical Col shed Prestrians igning enerate esign cri evelop, ommuni lking, m ing elect and chnique noices. elect nev aterials uild their se simpl uitable for eating.	cal Co hed Pr strians gning nerate sign cri velop, I mmuni king, m lect and chnique oices. lect new aterials ild their e simplitable for eating.	al Col ed Pr trians ning herate ign cri elop, nmuni ing, m ect and nique ices. ect new ect and ices. ect new ect and able for abl	I Co d Pre- ians ing rate (n cri lop, I nuni ng, m ct and ct and	ea ea ea ea ea ea ea ea ea ea ea ea ea e	eas ria ode tck-u use exp and c truc finis the	eas b ria odel a odel a	eas bas ria odel and te their ck-ups a use tool explair and rec finishin the stru	eas base ria odel and te their id ck-ups ar use tools explaining thus structures finishing the structures	eas based ria odel and te their ide ck-ups and use tools, s explaining and reclair nd constru tructures. finishing te the structu	ading Structu <b>ept</b> : Structu <b>ect:</b> A Bridge o cross a rive eas based of ria odel and te their idea ck-ups and d use tools, ski explaining t and reclaiment tructures. finishing tech the structures and structures	ading Structure <b>ept</b> : Structure <b>ect:</b> A Bridge for a cross a river. eas based on s ria odel and the their ideas t ck-ups and drav use tools, skills explaining the and reclaimed nd construction tructures. finishing techn the structure t	ading Structures <b>ept</b> : Structures <b>ect:</b> A Bridge for a cross a river. eas based on sin ria odel and the their ideas thr ck-ups and drawing use tools, skills a explaining their and reclaimed nd construction I tructures. finishing techniq the structure the	ading Structures <b>ept</b> : Structures <b>ect:</b> A Bridge for o cross a river. eas based on simp ria odel and the their ideas throuch ck-ups and drawing use tools, skills and explaining their and reclaimed nd construction kits tructures. finishing technique the structure they a	ading Structures <b>ept</b> : Structures <b>ect</b> : A Bridge for o cross a river. eas based on simple ria odel and te their ideas through ck-ups and drawings. use tools, skills and explaining their and reclaimed nd construction kits to tructures. finishing techniques the structure they are nge of existing	ading Structures <b>sept</b> : Structures <b>sect</b> : A Bridge for o cross a river. eas based on simple ria odel and te their ideas through ck-ups and drawings. use tools, skills and explaining their and reclaimed nd construction kits to tructures. finishing techniques the structure they are nge of existing	<ul> <li>ading Structures</li> <li>action Structures</li> <li>action A Bridge for</li> <li>bect: A Bridge for</li> <li>bect: A Bridge for</li> <li>cross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>bdel and</li> <li>bdel and</li> <li>bte their ideas through</li> <li>ck-ups and drawings.</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>bd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	ading Structures eept: Structures ect: A Bridge for o cross a river. eas based on simple ria odel and te their ideas through ck-ups and drawings. use tools, skills and explaining their and reclaimed nd construction kits to tructures. finishing techniques the structure they are nge of existing	<ul> <li>ading Structures</li> <li>eept: Structures</li> <li>ect: A Bridge for</li> <li>o cross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	<ul> <li>ading Structures</li> <li>eept: Structures</li> <li>ect: A Bridge for</li> <li>o cross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	<ul> <li>ading Structures</li> <li>eept: Structures</li> <li>ect: A Bridge for</li> <li>o cross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>Use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	<ul> <li>ading Structures</li> <li>eept: Structures</li> <li>eet: A Bridge for</li> <li>oross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	<ul> <li>ading Structures</li> <li>eept: Structures</li> <li>eet: A Bridge for</li> <li>ocross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>the their ideas through</li> <li>ck-ups and drawings.</li> <li>Use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> </ul>	<ul> <li>ading Structures</li> <li>sept: Structures</li> <li>ect: A Bridge for</li> <li>ocross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>Use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> <li>nge of existing</li> <li>Formative asses</li> <li>Guring every less</li> <li>include:</li> <li>Review, verbal fericates</li> <li>Year 1 will self and</li> <li>Year 2 will self and</li> <li>assess their brid</li> </ul>	<ul> <li>ading Structures</li> <li>ept: Structures</li> <li>ect: A Bridge for</li> <li>cross a river.</li> <li>eas based on simple</li> <li>ria</li> <li>odel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>nd construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> <li>nge of existing</li> <li>Formative assessm</li> <li>during every lesson</li> <li>include:</li> <li>Review, verbal feed</li> <li>range of questioning</li> <li>techniques and min</li> <li>whiteboard tasks.</li> <li>Year 1 will self and p</li> <li>assess their soft toy</li> <li>Year 2 will self and p</li> <li>assess their bridge</li> </ul>	<ul> <li>Ading Structures</li> <li>Bept: Structures</li> <li>Bect: A Bridge for</li> <li>Cross a river.</li> <li>Passe based on simple</li> <li>cria</li> <li>codel and</li> <li>te their ideas through</li> <li>ck-ups and drawings.</li> <li>Use tools, skills and</li> <li>explaining their</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>and reclaimed</li> <li>construction kits to</li> <li>tructures.</li> <li>finishing techniques</li> <li>the structure they are</li> <li>nge of existing</li> <li>Formative assessment</li> <li>during every lesson</li> <li>include:</li> <li>Review, verbal feedback</li> <li>range of questioning</li> <li>techniques and mini</li> <li>whiteboard tasks.</li> <li>Year 1 will self and peer</li> <li>assess their bridge</li> </ul>
tical Cond shed Proj estrians to signing enerate id esign crite pevelop, m ommunica alking, mod king elect and n echniques hoices. elect new naterials al uild their s lse simple uitable for reating. luating xplore a ra	ertical Cond nished Proj destrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and n techniques choices. Select new materials an build their s Use simple suitable for creating. aluating Explore a ra	ertical Cond nished Proj edestrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and t techniques choices. Select new materials at build their s Use simple suitable for creating. /aluating Explore a ra	ertical Cond nished Proj edestrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and n techniques choices. Select new materials a build their s Use simple suitable for creating. valuating Explore a ra	ertical Cond nished Proj edestrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and t techniques choices. Select new materials at build their s Use simple suitable for creating. /aluating Explore a ra	ertical Cond nished Proj edestrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and n techniques choices. Select new materials a build their s Use simple suitable for creating.	ertical Cond nished Proj edestrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and n techniques choices. Select new materials at build their s Use simple suitable for creating. Paluating Explore a ra	ertical Cond nished Proj destrians to esigning Generate id design crite Develop, m communica talking, mod aking Select and n techniques choices. Select new materials an build their s Use simple suitable for creating. aluating Explore a ra	tical Cond shed Proj lestrians to signing Generate id esign crite bevelop, m ommunica alking, mod king elect and n echniques hoices. elect new naterials al uild their s lse simple uitable for reating. luating xplore a ra	tical Cond shed Proj estrians to igning enerate id esign crite evelop, m ommunica ilking, mod king elect and n echniques noices. elect new naterials an uild their s se simple uitable for reating.	tical Cond shed Proj estrians to igning enerate id esign crite evelop, m ommunica ilking, mod cing elect and n cchniques noices. elect new naterials an uild their s se simple uitable for reating.	tical Cond shed Proj estrians to igning enerate id esign crite evelop, m ommunica ilking, mod king elect and n echniques noices. elect new naterials an uild their s se simple uitable for reating.	ical Cond shed Proj estrians to igning enerate id esign crite evelop, m ommunica lking, mod chniques hoices. elect and n chniques hoices. elect new aterials an uild their s se simple uitable for eating.	cal Cond hed Proj strians to gning nerate id sign crite velop, m mmunica king, mod ng lect and i chniques oices. lect new aterials a ild their s e simple itable for eating.	al Cond ed Proj trians to ning herate id ign crite elop, m nmunica ing, mod ect and n niques ices. ect new cerials al d their s able for able for ating. lore a ra	l Cond d Proj ians to ing arate id gn crite lop, m munica ag, mod tag, mod		nott: rrc is e e tu e e tu d cuu is e	ng s ot : S t : A ross e l a e ta e ta con uctu iish e st	ng St ot: Sti t: A B ross a el and el and their -ups a e tool xplair d rec cons ucture nishin e stru	ng Stru ot: Stru t: A Bri ross a el and their id ups ar e tools xplainin d recla constructures ishing e strucc	ng Struc ot: Struc t: A Brid ross a riv el and their ide ups and their ide ups and d reclair constru uctures. hishing te e structu	ng Structu ot: Structu t: A Bridge ross a rive is based on el and their idea ups and d e tools, ski xplaining t d reclaime construct uctures. hishing teck e structures	ng Structure ot: Structure t: A Bridge for ross a river. es based on s el and their ideas t ups and drav e tools, skills xplaining the d reclaimed construction uctures. hishing techn e structure t	ng Structures ot: Structures t: A Bridge for ross a river. es based on sir el and their ideas thr ups and drawi e tools, skills a xplaining their d reclaimed construction l uctures. hishing techniq e structure the	ng Structures ot: Structures t: A Bridge for ross a river. es based on simp el and their ideas throu- ups and drawing e tools, skills and xplaining their d reclaimed construction kits uctures. hishing technique e structure they a	ng Structures ot: Structures t: A Bridge for ross a river. Is based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. Is based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. as based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. s based on simple el and their ideas through oups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are ge of existing	ng Structures ot: Structures t: A Bridge for ross a river. Is based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. Is based on simple a el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. s based on simple d et and t their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures ot: Structures t: A Bridge for ross a river. as based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	ng Structures pt: Structures t: A Bridge for ross a river. as based on simple el and t their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are	<ul> <li>ng Structures</li> <li>pt: Structures</li> <li>t: A Bridge for</li> <li>ross a river.</li> <li>s based on simple</li> <li>el and</li> <li>their ideas through</li> <li>ups and drawings.</li> <li>e tools, skills and xplaining their</li> <li>d reclaimed construction kits to uctures.</li> <li>nishing techniques</li> <li>e structure they are</li> <li>ge of existing</li> <li>Formative asses during every less include:</li> <li>Review, verbal fer range of question techniques and whiteboard tasks</li> <li>Year 1 will self ar assess their soft</li> <li>Year 2 will self ar assess their brid</li> </ul>	ng Structures pt: Structures t: A Bridge for ross a river. as based on simple el and their ideas through ups and drawings. e tools, skills and xplaining their d reclaimed construction kits to uctures. hishing techniques e structure they are ge of existing () Formative assessm during every lesson include: Review, verbal feed range of questioning techniques and min whiteboard tasks. () Year 1 will self and p assess their soft toy () Year 2 will self and p assess their bridge	<ul> <li>ng Structures</li> <li>bt: Structures</li> <li>t: A Bridge for</li> <li>ross a river.</li> <li>as based on simple</li> <li>el and</li> <li>et heir ideas through</li> <li>ups and drawings.</li> <li>et tools, skills and xplaining their</li> <li>d reclaimed</li> <li>construction kits to uctures.</li> <li>nishing techniques</li> <li>e structure they are</li> <li>ge of existing</li> <li>Formative assessment during every lesson</li> <li>include:</li> <li>Review, verbal feedback</li> <li>range of questioning</li> <li>techniques and mini</li> <li>whiteboard tasks.</li> <li>Year 1 will self and peel assess their soft toy</li> <li>Year 2 will self and peel assess their bridge</li> </ul>

## Lower Key Stage Two

	Year 3	Year 4	Assessment
	Unit: Shell Structures (nets) Vertical Concept: Structures Finished Project: A Memory Box for a family member Designing	Unit 3-D Product Vertical Concept: Textiles Finished Project: Pencil Case, children to choose target audience Designing	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini</li> </ul>
	<ul> <li>Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>Develop ideas through the analysis of existing products</li> </ul>	<ul> <li>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user(s).</li> <li>Produce annotated sketches and final product sketches.</li> </ul>	<ul> <li>whiteboard tasks.</li> <li>Year 3 will self and peer assess their memory box</li> <li>Year 4 will self and peer assess their pencil case.</li> </ul>
Autumn Term	<ul> <li>Making</li> <li>Order the main stages of making.</li> <li>Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>Use finishing techniques suitable for the product they are creating.</li> </ul>	<ul> <li>Making</li> <li>Plan the main stages of making.</li> <li>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul>	
	<ul> <li>Evaluating</li> <li>Investigate and evaluate a range of existing shell structures</li> <li>Test and evaluate their own products against design criteria and the intended user and purpose.</li> </ul>	<ul> <li>Evaluating</li> <li>Investigate a range of 3-D textile products relevant to the project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Consider others' views.</li> </ul>	

	Year 3	Year 4	Assessment
ng Term	Unit: Mechanical Systems Vertical Concept: Levers and Linkages Finished Project: A Moving Birthday Card for a member of the family	<b>Unit:</b> Pneumatics <b>Vertical Concept</b> : Mechanical Systems <b>Finished Project:</b> Moving Monster Toy for Key Stage One child	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini</li> </ul>
Spring	<ul><li>Designing</li><li>Generate realistic ideas and their</li></ul>	<ul><li>Designing</li><li>Generate realistic and appropriate</li></ul>	<ul><li>whiteboard tasks.</li><li>Year 3 will self and peer</li></ul>
	<ul> <li>own design criteria</li> <li>Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul>	ideas and their own design criteria through discussion, focusing on the needs of the user.	<ul> <li>assess their birthday card</li> <li>Year 4 will self and peer assess their toy</li> </ul>

<ul> <li>Making <ul> <li>Order the main stages of making.</li> <li>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul> </li> <li>Evaluating <ul> <li>Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul> </li> </ul>	<ul> <li>Use annotated sketches and prototypes to develop, model and communicate ideas.</li> <li>Making <ul> <li>Order the main stages of making.</li> </ul> </li> <li>Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul>	
---	--	--

Year 3	Year 4	Assessment
<ul> <li>Unit: Healthy and Varied Diet Vertical Concept: Food Finished Project: A Greek Salad</li> <li>Designing <ul> <li>Generate and clarify ideas to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> </li> <li>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> Evaluating <ul> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Evaluate the final product with reference to the design criteria</li> </ul>	<ul> <li>Unit: Simple Programming and Control Vertical Concept: Electrical systems Finished Project: Torch, children to choose target audience.</li> <li>Designing <ul> <li>Gather information about users' needs and wants and develop design criteria to inform the design</li> <li>Generate, develop, model and communicate realistic ideas through discussion, sketches, and exploded diagrams.</li> </ul> </li> <li>Making <ul> <li>Order the main stages of making.</li> <li>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>Connect simple electrical components and a battery in a series circuit to achieve a functional outcome.</li> <li>Program a standalone control box, microcontroller, or interface box to enhance the way the product works.</li> </ul> </li> <li>Evaluating <ul> <li>Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products.</li> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul> </li> </ul>	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Year 3 will self and peer assess their Greek salad</li> <li>Year 4 will self and peer assess their torch.</li> </ul>

## Upper Key Stage Two

Year 5	Year 6	Assessment
<ul> <li>Seasonality</li> <li>Vertical Concept: Food</li> <li>Finished Project: Bread, children to choose target audience.</li> <li>Designing <ul> <li>Generate innovative ideas to develop a design brief and criteria for a design specification.</li> <li>make design decisions to develop a final product linked to user and purpose.</li> <li>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul> </li> <li>Making <ul> <li>Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> </li> <li>Evaluating <ul> <li>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/ graphs/charts such as star diagrams.</li> <li>Evaluate the final product with</li> </ul> </li> </ul>	<ul> <li>Unit: Combining Different Fabric Shapes</li> <li>Vertical Concept: Textiles</li> <li>Finished Project: A Felt soft toy for a refugee child</li> <li>Designing <ul> <li>Generate innovative ideas by carrying out research</li> <li>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design.</li> <li>Design purposeful, functional, appealing products based on a simple design specification.</li> </ul> </li> <li>Making <ul> <li>Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> </li> <li>Evaluating <ul> <li>Investigate and analyse textile products linked to their final product to the original design specification.</li> <li>Test products with intended user and critically evaluate</li> </ul> </li> </ul>	<ul> <li>Formative assessments during every lesson include: Review, verbal feedback, range of questioning techniques and mini whiteboard tasks.</li> <li>Year 5 will self and peer assess their bread</li> <li>Year 6 will self and peer assess their toy</li> </ul>

Year 5	Year 6	Assessment
Unit: Pulleys or Gears	Unit: Cams	• Formative assessments
Vertical Concept: Mechanical	Vertical Concept: Mechanical	during every lesson
Systems	Systems	include:
Finished Project: Class Fairground	Finished Project: Moving Wooden	Review, verbal feedback,
Ride with pulley/gear mechanism	Animal to sell for charity	range of questioning techniques and mini
Designing	Designing	whiteboard tasks.
<ul> <li>Generate innovative ideas by</li> </ul>	<ul> <li>Generate innovative ideas by</li> </ul>	• Year 5 will self and peer
carrying out research	carrying out research	assess their class
<ul> <li>Develop a simple design</li> </ul>	<ul> <li>Develop a simple design</li> </ul>	fairground
specification to guide their	specification to guide their	• Year 6 will self and peer
thinking.	thinking.	assess their animals
<ul> <li>Develop and communicate ideas</li> </ul>	• Develop and communicate ideas	
through discussion, annotated	through discussion, annotated	
drawings, exploded drawings and	drawings, exploded drawings and	
drawings from different views.	drawings from different views.	
Making	Making	
<ul> <li>Produce detailed lists of tools,</li> </ul>	<ul> <li>Produce detailed lists of tools,</li> </ul>	
equipment, and materials	equipment and materials.	
<ul> <li>Formulate step-by-step plans and</li> </ul>	Formulate step-by-step plans and,	
allocate tasks within a team.	if appropriate, allocate tasks	
<ul> <li>Select and use a range of tools</li> </ul>	within a team.	
and equipment to make.	<ul> <li>Select from and use a range of</li> </ul>	
<ul> <li>Work within the constraints of</li> </ul>	tools and equipment to make	
time, resources and cost.	products that that are accurately	
	assembled and well finished.	
Evaluating	<ul> <li>Work within the constraints of</li> </ul>	
Compare the final product to the	time, resources and cost.	
original design specification.		
<ul> <li>Test products with intended user</li> </ul>	Evaluating	
<ul> <li>Consider the views of others to</li> </ul>	Compare the final product to the	
improve their work.	original design specification.	
<ul> <li>Investigate famous manufacturing</li> </ul>	• Test products with intended user	
and engineering companies	<ul> <li>Consider the views of others to</li> </ul>	
relevant to the project.	improve their work.	
	• Investigate famous manufacturing	
	and engineering companies	
	relevant to the project.	

Useful Resources for Supporting Your Child at Home:	Homework ideas:
KS1 and KS2 home learning teaching resources (theiet.org)	<ul> <li>Continue to practice the skills learnt in DT at home such as sewing and chopping.</li> </ul>
Hands-on science and art projects   KiwiCo	<ul> <li>Replicate the recipes made in school.</li> <li>Make an information poster/leaflet about your</li> </ul>
Technology & Engineering for Kids - Fun Kids - Omny.fm	current unit.
Learning the basics for kids - BBC Food	<ul> <li>Make a video of you explaining your learning for others.</li> </ul>
A guide to cookery skills by age   BBC Good Food	