

Year 6	Design and Technology		
	Autumn topic: Moving Bridges	Spring Topic: Products Architecture	Summer topic: Food Technology Afternoon tea
National Curriculum statements	<ul style="list-style-type: none"> <li>- Understand and use mechanical systems in their products (for example hydraulics and levers).</li> <li>- Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>- Use research and develop design criteria to inform the design criteria to inform the design of innovative, functional, appealing products.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- investigate and analyse a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>- Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>- Generate, develop, model and communicate their ideas through discussion and annotated sketches.</li> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and cook a savoury dish using a range of cooking techniques</li> <li>- Understand and apply the principles of a healthy and varied diet Know where and how a variety of Ingredients are grown.</li> </ul>
Retrieval (to support new learning)	Moving cars, moving catapults, moving toys – Being able to measure and cut different materials. Using card to create a moving product.	Structures – Looking at structures in Year 1 and the structures of the temples in Year 5 using different materials.	Making a fruit salad, pizza, bread, cereal bars, and Mexican food - Weighing, cutting and mixing ingredients

<b>Knowledge statements</b>	<ol style="list-style-type: none"> <li>1. To know which part of the bridge enables it to move.</li> <li>2. To be able to explain how a simple mechanism works and apply their knowledge to their own product.</li> <li>3. To know how to design, make and evaluate their hydraulic bridge.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the three characteristics of Greek architecture.</li> <li>2. To know how to measure, cut and join different materials accurately using different tools and equipment.</li> <li>3. To know how to design, make amendments to designs, make a prototype, make, evaluate and improve their structure.</li> </ol>	<ol style="list-style-type: none"> <li>1. To Know where and how a variety of ingredients are grown.</li> <li>2. To plan a simple afternoon tea menu by listing the ingredients and working out costings, working within a budget.</li> <li>3. To design, make and evaluate an afternoon tea that includes both savoury and sweet food.</li> </ol>
<b>Vocabulary</b>	Design, make, evaluate, ruler, hydraulics, mechanisms, components.	Design, make, evaluate, architecture, card, polystyrene, cylinder, doric, ionic, Corinthian, temples, structure.	Design, make, evaluate, afternoon tea, scone, sandwich, scales, flour, butter, eggs, sugar, butter, clotted cream, jam, vanilla extract, ingredients, mix, weigh, bake.
<b>Cultural capital and local resources</b>	Explore different moving bridges in the local area.	Link to architecture locally and around the world.	Link to local and national food.