**Newquay Junior Academy - Autumn Sequence 1 – Design and Technology**



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Logo  Description automatically generated |  | **YEAR 3**  **Prior knowledge...**   • I associate a structure with a building.  •I can measure, cut and attach materials with some accuracy.  •Materials can be fixed to each other in different ways and can be temporary or permanent.  •Decoration improves a products finish. |  | **YEAR 4**  **Prior knowledge...**   * Draw and label a simple castle that includes the most common features. * Recognise that a castle is made up of multiple 3D shapes. * Design a castle with key features which satisfy a given purpose. * Score or cut along lines on the net of a 2D shape. * Use glue to securely assemble geometric shapes. * Utilise skills to build a complex structure from simple geometric shapes. * Evaluate their work by answering simple questions. |  | **YEAR 5**  **Prior knowledge...**  Pupils can:  Work independently to produce an accurate, functioning car chassis.  Design a shape that is suitable for the project.  Attempt to reduce air resistance through the design of the shape.  Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.  Construct car bodies effectively.  Conduct a trial accurately and draw conclusions and improvements from the results. |  | **YEAR 6**  **Prior knowledge...**   * Understand how beef gets from the farm to our plates. * Present a subject as a poster with clear information in an easy to read format. * Contribute ideas as to what a ‘healthy meal’ means. * Notice the nutritional differences between different products and recipes. * Recognise nutritional differences between two similar recipes and give some justification as to why this is. * Work as a team to amend a bolognese recipe with healthy adaptations. * Follow a recipe to produce a healthy bolognese sauce. * Design packaging that promotes the ingredients of the bolognese. |
|  |  |  |  |  |  |  |  |  |
| **INTENT** |  | Structures: Constructing a Ziggurat  To design and make a Ziggurat |  | **Structure: Pavilions (starting in 2025)**  To design and make a stable pavilion |  | **Electrical systems: Electronic pop-up card**  To design and make a electrical Christmas card with a pop-up element. |  | **Food: Mince pies**  Pupils will design and make a mince pie. |
|  |  |  |  |  |  |  |  |  |
| **VOCABULARY / STICKY KNOWLEDGE** |  | 2D, 3D, Ziggurat, Design, Key features, Net, Scoring, Shape, Stable, Stiff, Strong, Structure |  | 3D shapes, Design criteria, Innovative, Natural, Reinforce, Structure |  | Aesthetic, design, design brief, target audience electricity, buzzer, battery, cell, component, conductor, LED, switch, series circuit, pop-up |  | Consistency, crumb, pastry, chill, glazing, dusting, traditional, texture, aesthetics. |
|  |  |  |  |  |  |  |  |  |
| **SEQUENCE OF LESSONS** |  | **Lesson 1: Features of a ziggurat**  To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.  **Lesson 2: Designing a ziggurat**  To design a ziggurat  **Lesson 3: Nets and structures**  To construct a ziggurat using a net  **Lesson 4: Building a ziggurat**  To construct and evaluate my final product |  | **Lesson 1: Exploring frame structures**  To create a range of different shaped frame structures.  **Lesson 2: Designing a pavilion**  To design a structure.  **Lesson 3: Pavilion frame**  To build a frame structure.  **Lesson 4: Pavilion cladding**  To add cladding to a frame structure. |  | **Lesson 1: Design brief**  To identify a target audience for a greetings card and write a short specification. To research a range of cards to inform design ideas.  **Lesson 2: Design**  To design an electrical greetings card with a pop-up element  **Lesson 3: Making the circuit**  To build an LED series circuit  **Lesson 4: Making the card**  To make a card design which includes an inside pop-up element. |  | **Lesson 1: Research**   1. To research the origin of mince pies and to compare how the recipe and ingredients have changed over the years.   **Lesson 2: Designing**  To develop a simple design specification by deciding on user group, ingredients/ spices, decoration and what might accompany the mince pies. To generate design ideas through discussion and detailed annotated sketches.  **Lesson 3: Making**  **3. To** follow a set of instructions (recipe) independently one step at a time. To use the appropriate tools and equipment to measure, cut, roll and decorate accurately.  **Lesson 4: Testing and Evaluating**  4.To carry out a peer taste test against the following criteria: texture, aesthetics, smell and taste. To evaluate their mince pies against their design specification. |
|  |  |  |  |  |  |  |  |  |
| **OUTCOME / COMPOSITE** |  | Pupils will have designed and made their own ziggurat using a net to use as an opening worlds display. |  | To have designed and made a stable pavilion which is aesthetically accurate. |  | Pupils will have designed and made an electrical pop-up greetings card to sell at the Christmas fayre. |  | Pupils will make their own mince pies taking into consideration the old and new recipes. To gift as a present to their targeted audience. |

**Newquay Junior Academy - Autumn Sequence 2 – Design and Technology**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Logo  Description automatically generated |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **INTENT** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **VOCABULARY / STICKY KNOWLEDGE** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **SEQUENCE OF LESSONS** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **OUTCOME / COMPOSITE** |  |  |  |  |  |  |  |  |