




Corporation Road Community Primary School

Design & Technology LTP

Design & Technology: Year 5		
<p>Vision: Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is split into four strands – Structures, Mechanical Systems, Textiles and Food. At Corporation Road, we would like children to draw on skills from a range of subjects such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Design and Technology education begins well before children begin their formal schooling. Children constantly explore their world through a variety of activities and it is vital for us to continue to extend this. The child's increasing understanding of the process of design and technology should match their intellectual and physical development throughout their primary education.</p>		
Domains:		Key Concepts:
Making, Using and Understanding		Tools, Materials, Health & Safety, Repair & Maintenance, Textiles, Card Making, Joining, Structures, Mechanisms, Preparing & Cooking Food, Nutrition, Origins of Food
Planning, Knowledge and Evaluation		Designing, Working from Plans, Existing Product Evaluation and Evaluation
Autumn	Spring	Summer
Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender & Equality
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<p>End Point: <u>Legacy & Impact</u> For children to understand and learn about legacies in design and technology left behind by key individuals and communities, which have had an impact on the way in which we live our lives, and influence what we learn, in society today. For children to develop design and technology skills so that they can choose to have an impact on their immediate and wider environment and influence others. For children to have the knowledge and ability to make their own mark on society knowing they themselves leave behind their own legacy.</p>	<p>End Point: <u>Citizenship</u> For children to understand that as citizens, we can use design and technology to help work towards the betterment of the whole community. Children will learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Children will know that, through design and technology, you can meet the needs, wants and values of yourself and others.</p>	<p>End Point: <u>Gender & Equality</u> For children to have an appreciation and knowledge of the different strands within design and technology therefore understanding that you can contribute using a range of subject knowledge. To understand that irrespective of gender, race, beliefs, culture or religion, you can have an appreciation of and access to design and technology. For children to have the skills and knowledge to have the option of continuing design and technology in higher education and/or through a career.</p>
<p style="text-align: center;">Structures – Henna Hand</p> 	<p style="text-align: center;">Food – Biscoito de Polvilho</p> <ul style="list-style-type: none"> - Taste-test, design, plan and make 	<p style="text-align: center;">Textiles – William Morris</p> 

		
<p>Year 5</p> <ul style="list-style-type: none"> - Name and select appropriate tools for a task and use them with precision. - Select and combine materials with precision. - Select and name appropriate tools for specific jobs and demonstrate how to use them safely. - Create a 3-D product using a range of materials and sewing techniques. Combine materials with temporary or fixed joints. - Use a glue gun with close supervision. - Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms. - Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. - Work from own detailed plans, modifying them where appropriate. - Investigate the design features (including identifying components or ingredients) of a familiar existing product in the context of the culture or society in which it was designed or made. - Test and evaluate products against a detailed design specification and make adaptations as they develop the product. 	<p>Year 5</p> <ul style="list-style-type: none"> - Select and name appropriate tools for specific jobs and demonstrate how to use them safely. - Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing). - Evaluate meals and consider if they contribute towards a balanced diet. - Explain what times of year particular foods are in season. 	<p>Year 5</p> <ul style="list-style-type: none"> - Name and select appropriate tools for a task and use them with precision. - Select and combine materials with precision. - Select and name appropriate tools for specific jobs and demonstrate how to use them safely. - Recycle, repair and mend old clothes/tools and explain why this is a good idea. - Combine materials with temporary or fixed joints. - Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms. - Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. - Work from own detailed plans, modifying them where appropriate. - Test and evaluate products against a detailed design specification and make adaptations as they develop the product.
<p>To be covered in Science: Mechanisms: <ul style="list-style-type: none"> - Use cams or gears in their products. </p>		

