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|  **Disciplinary Knowledge –**  Disciplinary knowledge will be explored and developed throughout the D&T curriculum as pupils move through the school. They can be used across all aspects of a subject to grow an awareness of how designers construct their knowledge. |
| **Responsibility:** (working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients) | **WTS** | **EXS** | **GDS** |
| **Similarity and difference:** (making comparisons, noting differences and drawing conclusions) |  | Rest of class |  |
| **Cause and consequence:** (identifying how things work, how an action can cause change/movement |  | Rest of class |  |
| **Significance**: (significant designers and designs, real world examples of effective and successful products) |  | Rest of class |  |
| **Written and oral expression:** (Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting) |  | Rest of class |  |



**DT Assessment and Tracking**

**Year 5 Overview 24/25**

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| **Textiles – Stuffed toys** |
| Design a stuffed toy, considering the main component shapes of their toy. | **WTS** | **EXS** | **GDS** |
| Create an appropriate template for their stuffed toy. |  | Rest of class |  |
| Join two pieces of fabric using a blanket stitch. |  | Rest of class |  |
| Neatly cut out their fabric. |  | Rest of class |  |
| Use appliqué or decorative stitching to decorate the front of their stuffed toy. |  |  |  |
| Use blanket stitch to assemble their stuffed toy, repairing when needed. |  |  |  |
| Identify what worked well and areas for improvement. |  |  |  |

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| **Cooking and Nutrition – Developing a recipe** |
| Describe the process of beef production. | **WTS** | **EXS** | **GDS** |
| Research a traditional recipe and make changes to it. |  | Rest of class |  |
| Add nutritional value to a recipe by selecting ingredients. |  | Rest of class |  |
| Prepare and cook a version of bolognese sauce. |  | Rest of class |  |

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| **Mechanical systems**  |
| Produce a suitable plan for each page of their book. | **WTS** | **EXS** | **GDS** |
| Produce the structure of the book. |  | Rest of class |  |
| Assemble the components necessary for all their structures/mechanisms. |  | Rest of class |  |
| Hide the mechanical elements with more layers using spacers where needed. |  | Rest of class |  |
| Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. |  | Rest of class |  |
| Use appropriate materials and captions to illustrate the story. |  | Rest of class |  |
| Produce a suitable plan for each page of their book. |  | Rest of class |  |
|  **Structures – Pavilions**  |  | Rest of class |  |
| Identify stronger and weaker shapes. |  | Rest of class |  |
| Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. |  | Rest of class |  |
| Identify beam, arch and truss bridges and describe their differences. |  | Rest of class |  |
| Use triangles to create simple truss bridges that support a load (weight). |  | Rest of class |  |
| Cut beams to the correct size, using a cutting mat. |  |  |  |
| Smooth down any rough cut edges with sandpaper. |  |  |  |
| Follow each stage of the truss bridge creation as instructed by their teacher. |  |  |  |
| Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. |  |  |  |
| Identify some areas for improvement, reinforcing their bridges as necessary. |  |  |  |

