

**YEALAND CHURCH OF ENGLAND SCHOOL: ROBIN CURRICULUM CYCLE B
COMPUTING/ INFORMATION TECHNOLOGY- CONTENT AND SKILLS COVERAGE**

AUTUMN 1	AUTUMN 2
<p style="text-align: center;">Happy Families</p> <p>National Curriculum Content:</p> <p>Dimensions Skills:</p>	<p style="text-align: center;">Into the Unknown</p> <p>National Curriculum Content:</p> <p>Dimensions Skills:</p>
<p>Connections: Cycle D Spr 1 Whatever the Weather Paul Klee Link</p>	<p>Connections:</p>
SPRING 1	SPRING 2
<p style="text-align: center;">Wheelie Good</p> <p>National Curriculum Content: Structure / Mechanism: Make a car with using mechanisms such as wheels, axles.</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p style="text-align: center;">Two Extremes</p> <p>National Curriculum Content:</p>

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<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Dimensions Skills: DT2, DT3, DT4, DT5, DT6, DT7, DT8 DT9, DT11, DT12, DT13, DT14, DT15, DT16, DT17, DT18, DT19, DT20</p>	<p>Dimensions Skills:</p>
<p>Connections:</p>	<p>Connections:</p>
<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p>Going for Gold</p> <p>National Curriculum Content: Explore pizzas, discovering what a variety of toppings and bases look like, taste like and feel like. Find out where the ingredients come from and make a healthy pizza for an athlete.</p>	<p>Where the Wild Things Are</p> <p>National Curriculum Content: Structure –Make a habitat box using various materials including natural ones.</p>

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<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Use the basic principles of a healthy and varied diet to prepare Dishes understand where food comes from.</p> <p>Dimensions Skills: DT3, DT5, DT6, DT7, DT8 DT9, DT10, DT11, DT12, DT14, DT15, DT16, DT20</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Dimensions Skills: DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT8 DT11, DT12, DT13, DT14, DT15, DT16, DT17, DT19, DT20</p>
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Connections:	Connections:
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KS1 National Curriculum Design and Technology Content

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products