

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A						
EYFS						
1/2	<p style="text-align: center;"><u>Shade and shelter</u></p> <p>Investigating existing products; Designing and making shelters and dens; Prototypes; Safety rules; Materials</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 		<p style="text-align: center;"><u>Taxi!</u></p> <p>Mechanisms – wheels, axles and chassis</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ 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. 		<p style="text-align: center;"><u>Chop, slice, mash!</u></p> <p>Sources of food; Food preparation techniques; Hygiene rules; Designing and making salads and sandwiches</p> <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Understand where food comes from. ○ Use the basic principles of a healthy and varied diet to prepare dishes. 	
3/4	<p style="text-align: center;"><u>Fresh food, good food</u></p> <p>Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Understand and apply the principles of a healthy and varied diet. 		<p style="text-align: center;"><u>Functional and fancy fabrics</u></p> <p>Significant designer – William Morris; Stitching a hem; Embellishment; Designing and making patterned and embellished fabrics.</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for 		<p style="text-align: center;"><u>Tomb builders</u></p> <p>Simple and compound machines</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). 	

	<ul style="list-style-type: none"> ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<p>example, cutting, shaping, joining and finishing), accurately.</p> <ul style="list-style-type: none"> ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<ul style="list-style-type: none"> ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
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5/6	<p><u>Moving mechanisms</u></p> <p>Pneumatic systems; Joining and finishing; Iterative design process; Building pneumatic machine prototypes</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. ○ Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). 	<p><u>Eat the seasons</u></p> <p>Cooking; Nutrition</p> <ul style="list-style-type: none"> ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Understand and apply the principles of a healthy and varied diet. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p><u>Architecture</u></p> <p>Architecture over time; Greek architecture; Structural support, stiffness and stability; Computer-aided design; Building design</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
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YEAR B

EYFS	<p>Colourful homes</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Knowledge Reception</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>Construct simple structures and models using a range of materials</p> <p>Fantasy worlds</p> <p>Safely use and explore a variety of materials, tools and techniques,</p>	<p><u>Machine art</u></p> <p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Build it</u></p> <p>Explore, build and play with a range of resources and construction kits with wheels and axles.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p>	<p><u>Letters and cards</u></p> <p>Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Toys from the past</u></p> <p>Construct simple structures and models using a range of materials.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials,</p>	<p><u>Fruit Art</u></p> <p>Work as a group to create a fruit face or fruit basket picture.</p> <p>Display fruits and provide paper and pastels for the children to make observational drawings. Invite the children to choose a fruit to draw.</p>	<p><u>Feathered Friends</u></p> <p>Share their creations, explaining the process they have used. Communicate their ideas as they are creating artwork.</p> <p><u>Animal Masks</u></p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Select appropriate materials when constructing and making.</p>	<p><u>Under the sea</u></p> <p>Invite the children to talk about the different images in the picture, and ask them to describe the sea plants and animals they would like to add to their artwork.</p> <p>Model how to draw and cut out the shapes of different sea animals and plants.</p>
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	<p>experimenting with colour, design, texture, form and function. Begin to show accuracy and care when drawing. Knowledge Reception A painting of a place is called a landscape. Draw or paint a place from observation or imagination.</p>		<p>construction kits, textiles and ingredients.</p>			
<p>1/2</p>	<p style="text-align: center;"><u>Remarkable recipes</u></p> <p>Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal</p> <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Understand where food comes from. ○ Use the basic principles of a healthy and varied diet to prepare dishes. 	<p style="text-align: center;"><u>Beach hut</u></p> <p>Structures – strengthening and joining</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ 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. 	<p style="text-align: center;"><u>Cut, stitch, join</u></p> <p>Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag</p> <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ 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. 	<p style="text-align: center;"><u>Push and pull</u></p> <p>Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ 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
3/4	<p style="text-align: center;">Cook well, eat well</p> <p>Food groups; Eatwell guide; Methods of cooking; Cooking appliances; Hygiene rules; Making taco fillings</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Understand and apply the principles of a healthy and varied diet. ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<p style="text-align: center;">Making it move</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. ○ Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<p style="text-align: center;">Green house</p> <p>Features of greenhouses; Significant designers – Sir Joseph Paxton and Sir Nicholas Grimshaw; Strengthening techniques; Using tools and safety rules; Properties of materials; Constructing strong frameworks.</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
5/6	<p style="text-align: center;">Food for life</p> <p>Whole foods; Processed foods; Making healthy meals; Hygiene and safety</p> <ul style="list-style-type: none"> ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Understand and apply the principles of a healthy and varied diet. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p style="text-align: center;">Engineer</p> <p>Significant engineers and bridges; Features of bridges; Strengthening techniques; Iterative design; Building prototypes</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to 	<p style="text-align: center;">Make do and mend</p> <p>Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

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- **Understand how key events and individuals in design and technology have helped shape the world.**
- **Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.**