	EYFS	Year 1/2	Year 3/4
tional Curriculum/EYFS Curriculum	EYFSPhysical Development ELG (Fine Motor Skills ELG)Children at the expected level of development will:6 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases0 Use a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing.Expressive Arts and Design ELG (Creating with Materials ELG)Children at the expected level of development will• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function• Share their creations, explaining the presence they base used	<ul> <li>Year 1/2</li> <li>Pupils should be taught to: <ul> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger stiffer and more stable</li> </ul> </li> </ul>	Year 3/4         Pupils should be taught to:         • use research and develop design criteria to inform the design of fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through exploded diagrams, prototypes, pattern pieces and computer-a         • select from and use a wider range of tools and equipment to p joining and finishing], accurately         • select from and use a wider range of materials and component ingredients, according to their functional properties and aesthe         • investigate and analyse a range of existing products         • evaluate their ideas and products against their own design crit work         • understand how key events and individuals in design and tech         • apply their understanding of how to strengthen, stiffen and re         • understand and use electrical systems in their products [for         • understand and use electrical systems in their products [e.g. se and motors]
Natio	process they have used	<ul> <li>stronger, stiffer and more stable</li> <li>explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>	<ul> <li>apply their understanding of computing to program, monitor of understand and apply the principles of a healthy and varied d</li> <li>prepare and cook a variety of predominantly savoury dishes us</li> <li>understand seasonality, and know where and how a variety of</li> </ul>

## Year 5/6

### of innovative, functional, appealing products that are

h discussion, annotated sketches, cross-sectional and aided design

perform practical tasks [e.g. cutting, shaping,

nts, including construction materials, textiles and hetic qualities

iteria and consider the views of others to improve their

nnology have helped shape the world

einforce more complex structures

• example, gears, pulleys, cams, levers and linkages]

eries circuits incorporating switches, bulbs, buzzers

and control their products

iet

using a range of cooking techniques

of ingredients are grown, reared, caught and processed

Enchanted Woodland Children will make a moving picture linked to an aspect of their topic or key text, which incorporates either a lever or slider. • explore and use mechanisms [levers and/or	I am Warrior (double DT unit) Children will research, design and make Roman or Celtic shields, evaluating their finished product against the design criteria. They will also follow a simple Roman recipe to make bread, soup or porridge	Frc Ch she
<ul> <li>sliders], in their products</li> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> </ul>	<ul> <li>investigate and analyse a range of existing products</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and commuter cided design</li> </ul>	•
Moon Zoom         Children will learn how to make a moving vehicle incorporating wheels and axels.         • explore and use mechanisms [wheels and axles], in their products	<ul> <li>computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	•
<ul> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>generate, develop, model and communicate their</li> </ul>	<ul> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	Blo Ch foo sus
<ul> <li>generate, develop induct data continuate their ideas through taking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Muck, Mess and Mixtures         <ul> <li>Children will explore foods from around the world, identifying their countries of origin. They will learn how to sort the foods into food types, and identify which foods are healthy/unhealthy. They will learn to prepare a number of simple healthy dishes from different cultures.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> <li>select from and use a wide range of ingredients, according to their characteristics</li> </ul> </li> </ul>	<ul> <li>Playlist Making instruments: research, develop, design, make and evaluate.</li> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	sus the the cor find • • • <b>Da</b> Ch mc
the local environment (incorporating the use of ICT). <ul> <li>generate, develop, model and communicate their</li> <li>ideas through talking, drawing, templates,</li> <li>mock-ups and, where appropriate, information</li> <li>and communication technology</li> </ul>	Tremors Children will design and build either a model volcano that lights up, or a building that vibrates/shakes as if in an earthquake.	
<ul> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	•
	<ul> <li>select from and use a wider range of materials and</li> </ul>	•

#### ozen Kingdom

ildren will work in groups to build large scale elters (using the outdoor environment if possible) generate, develop, model and communicate their ideas through discussion,

select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 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

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

#### odheart

ildren will investigate and analyse a range of existing od and drinks packaging, considering materials,

stainability, attractiveness and information provided on e label. They will develop design criteria and then design eir own packaging for an imaginary food product, using mputer aided design techniques. They will evaluate their al design against the design criteria given.

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

generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

vestigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

#### rwin's Delights

components, including construction materials,

ildren will design, build and evaluate mechanical animal odels based on the Nuffield DT project.

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their

	<ul> <li>Land Ahoy Children will investigate a range of materials, exploring their characteristics. They will select the most suitable materials with which to make a model boat; designing, building, testing and evaluating their boat. <ul> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to </li> </ul></li></ul>	textiles and ingredients, according to their functional properties and aesthetic qualities• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]Burps, Bottoms, Bile Children will learn about healthy and unhealthy food groups. They will learn about where different meats, fruits and vegetables come from, examining the difference between intensively reared meats and sustainable, organic and/or free- range farming methods. They will learn that fresh food is healthier than processed foods and will examine the sugar content of a range of popular drinks and snacks. They will learn how to make healthy snacks, with no added sugar.
	<ul> <li>their characteristics</li> <li>Bright Lights, Big City</li> <li>Children will learn where bread fits within the healthy food wheel. They will learn about different types of bread and which are most/least healthy. They will learn to make bread using a simple recipe/</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>	<ul> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>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</li> <li>understand and apply the principles of a healthy and varied diet</li> </ul>
	<ul> <li>Children will learn about the healthy food wheel/pyramid.</li> <li>They will learn where meat comes from, matching meat products to the animals they come from. They will learn how to make healthy snacks using fresh, unprocessed ingredients.</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> <li>select from and use a wide range of ingredients, according to their characteristics</li> </ul>	<ul> <li>Mighty Metals         Children will learn how to build and program a simple robot using a robotics kit.         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         apply their understanding of computing to program, monitor and control their products     </li> </ul>
	<ul> <li>Scented Garden</li> <li>Children will explore a range of commercially available bug hotels and use these to establish design criteria for their own bug hotel. They will collect a range of natural and recycled materials and use these to make their own <ul> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> </li> </ul>	<ul> <li>Blue Abyss</li> <li>Children will learn about Cornelius Drebbel and the invention of the Submarine, looking at the changes and improvements to Drebbel's initial design over time by other inventors/engineers, and the impact that his invention has had on the world in different contexts e.g. the use of submarines in war, science and conservation.</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>

functional properties and aesthetic qualities

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

#### Off With Her Head

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Children will prepare and cook a Tudor stew using seasonal vegetables

### nderstand and apply the principles of a healthy and aried diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

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

#### Pharohs

Understand and use electrical systems in products made: design and make a board game including lights, switches, buzzers or motors.

understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]

investigate and analyse a range of existing products 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

generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 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 evaluate their ideas and products against their own

design criteria and consider the views of others to improve their work

	<ul> <li>Towers, Turrets and Tunnels Children will explore a variety of materials and construction techniques in order to design and build either a tower or bridge to solve a problem e.g. a bridge to reach between two tables for a model car to drive over, or a high tower to keep the treasure safe. <ul> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>evaluate their ideas and products against design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics </li> </li></ul></li></ul>	Time Tra Children design st specifyin effectiven practical about ho changes understan technolog • ge th ar co • se eq sh • se co te fu
		in

aveller (cross-curricular unit with art and design) a will design a house based on a great architect's tyle (e.g. arts and crafts, brutalist, art deco etc), ang materials in the design and examining cost eness. They will build a model of their design either ally or using computer aided design. They will learn ow architectural styles have developed in response to a in society over time

- and how key events and individuals in design and bogy have helped shape the world
- enerate, develop, model and communicate their ideas hrough discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- eelect from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately eelect from and use a wider range of materials and components, including construction materials, extiles and ingredients, according to their functional properties and aesthetic qualities nvestigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to
- mprove their work

		Design
	<ul> <li>State the purpose of the design and the intended user</li> <li>Explore materials, make templates and mock ups e.g. moving picture / lighthouse</li> <li>Generate own ideas for design by drawing on own experiences or from reading</li> </ul>	<ul> <li>Gather information about the needs and wants of particular individuals and groups</li> <li>Develop their own design criteria and use these to inform their ideas</li> <li>Research designs</li> <li>Share and clarify ideas through discussion</li> <li>Model their ideas using prototypes and pattern pieces</li> <li>Use annotated sketches, cross-sectional drawings and diagrams</li> <li>Use computer-aided design</li> </ul>
		Make
Progression in Skills	<ul> <li>Select from a range of tools and equipment explaining their choices</li> <li>Select from a range of materials and components according to their characteristics</li> <li>Follow procedures for safety</li> <li>Use and make own templates</li> <li>Measure, mark out, cut out and shape materials and components</li> <li>Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples</li> <li>Use finishing techniques, including those from art and design</li> </ul>	<ul> <li>Select tools and equipment suitable for the task</li> <li>Explain their choice of tools and equipment in relation to the skills</li> <li>Select materials and components suitable for the task</li> <li>Explain their choice of materials and components according to fur main stages of making</li> <li>Produce detailed lists of tools, equipment and materials that they</li> <li>Follow procedures for safety</li> <li>Use a wider range of materials and components, including construmechanical components and electrical components</li> <li>Measure, mark out, cut and shape materials and components with some accuracy</li> <li>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li> </ul>
		Evaluate
	<ul> <li>Talk about their design ideas and what they are making</li> <li>Make simple judgements about their products and ideas against design criteria</li> <li>Suggest how their products could be improved Evaluating products and components used</li> <li>Investigate - what products are, who they are for, how they are made and what materials are used</li> </ul>	<ul> <li>Identify the strengths and weaknesses of their ideas and products</li> <li>Consider the views of others, including intended users, to improve</li> <li>Refer back to their design criteria as they design and make</li> <li>Use their design criteria to evaluate their completed products</li> <li>Investigate - how well products have been designed, how well products well products meet user needs and wants</li> <li>Identify great designers and their work and use research of design</li> <li>Identify the strengths and weaknesses of their ideas and products</li> <li>Consider the views of others, including intended users, to improve their work</li> <li>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</li> </ul>

- Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking Recognise when their products have to fulfil conflicting requirements Generate innovative ideas, drawing on research Make
- design decisions, taking account of constraints such as time, resources and cost
- Develop prototypes
- and techniques they will be using
- actional properties and aesthetic qualities Order the
- need
- uction materials and kits, textiles, food ingredients,
- Accurately measure to nearest mm, mark out, cut and shape materials and components
- Accurately assemble, join and combine materials/ components
- Accurately apply a range of finishing techniques,
- including those from art and design
- Use techniques that involve a number of steps
- Demonstrate resourcefulness, e.g. make refinements

their work

ducts have been made, why materials have been chosen, work, how well products achieve their purposes and how

ers to influence work

- Critically evaluate the quality of the design,
- manufacture and fitness for purpose of their products as they design and make
- Compare their ideas and products to their original design specification
- Investigate how much products cost to make, how innovative products are and how sustainable the
- materials in products are

Te	echnical Knowledge
<ul> <li>Understand about the simple working characteristics of materials and components</li> <li>Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)</li> </ul>	<ul> <li>Understand how to use learning from science and maths to help design and make products that work</li> <li>Know that materials have both functional properties and aesthetic qualities</li> <li>Know that materials can be combined and mixed to create more useful characteristics</li> <li>Know that mechanical and electrical systems have an input, process and output</li> <li>Use the correct technical vocabulary for the projects they are undertaking</li> </ul>
<ul> <li>Understand that food ingredients should be combined according to their sensory characteristics</li> <li>Know the correct technical vocabulary for the projects they are undertaking</li> <li>Understand how freestanding structures can be made stronger, stiffer and more stable</li> </ul>	<ul> <li>Understand how levers and linkages or pneumatic systems create movement</li> <li>Understand how simple electrical circuits and components can be used to create functional products</li> <li>Understand how to program a computer to control their products</li> <li>Understand how to program a computer to control their products</li> <li>Know how to make strong, stiff shell structures</li> <li>Know that a single fabric shape can be used to make a 3D textiles product</li> <li>Know that food ingredients can be fresh, pre-cooked and processed</li> <li>Understand how cams, pulleys and gears create movement</li> <li>Understand how more complex electrical circuits and components can be used to create functional products</li> <li>Understand how to program a computer to monitor changes in the environment / control their products</li> <li>Know that a single fabric shape can be used to make a 3D textiles product</li> <li>Know that food ingredients can be fresh, pre-cooked and processed</li> <li>Know that a recipe can be adapted a by adding or substituting one or more ingredients</li> </ul>
	Cooking and Nutrition
<ul> <li>Know where food comes from</li> <li>Use appropriate equipment to weigh and measure ingredients</li> <li>Prepare simple dishes safely and hygienically, without using a heat source</li> <li>Use techniques such as cutting</li> <li>Name and sort foods into the five groups of the 'eat</li> </ul>	<ul> <li>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> <li>Know that seasons may affect the food available</li> <li>Understand how food is processed into ingredients that can be eaten or used in cooking</li> <li>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>
<ul> <li>Know that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>	<ul> <li>Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</li> <li>Know that to be active and healthy, food is needed to provide energy for the body</li> <li>Measure using grams</li> <li>Follow a recipe</li> <li>Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the appearance, taste, texture and aroma</li> <li>Know that to be active and healthy, food is needed to provide energy for the body</li> <li>Measure using grams</li> <li>Know that recipes</li> <li>Work out ratios in recipes</li> </ul>

Por Decision         scatch         s		Enchanted Woodland	I am Warrior (double DT unit)	Frozen K
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