



Design Technology Curriculum Overview



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	A	B	A	B	A	B	A	B	A	B	A	B
EYFS	Marvellous Me!		Out of this World Celebrations!		Amazing Animals!		Our Wonderful World!		Ready, Steady, Grow!		Castles, Knights and Dragons!	
Year 1/2					Food: A Balanced Diet	Mechanisms: Moving Story Book			Structures: Windmills			Textiles: Puppets
Year 3/4					Textiles: Egyptian Collars	Food: Eating Seasonally			Mechanical Systems: Pneumatic Toys	Electrical Systems: Electric Poster		
Year 5/6					Mechanical Systems: Pop-Up Book	Food: Cooking and Nutrition			Structures: Playgrounds	Electrical Systems: Steady Hand Game		

National Curriculum Subject Content	
Key Stage 1	Key Stage 2
Pupils should be taught: 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 (e.g. 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.	Pupils should be taught: Design: - 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. Make: - 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: - Investigate and analyse a range of existing products.

Aspiration - Resilience - Community

• Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. Cooking and Nutrition: • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.	• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. Technical Knowledge: • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). • Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). • Apply their knowledge of computing to programme, monitor and control their products. Cooking and Nutrition: • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety or predominately 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.
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EYFS

Children in EYFS will be learning to:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.