



Design Technology Curriculum Overview



Y1/2/3

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A			Structures: Castles		Mechanisms: Wheels and axels	
B			Cooking and Nutrition: Balanced diet		Structures: A chair for a bear	
C			Mechanisms: Making a moving monster		Textiles: Puppets	

Y4/5/6

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A			Structures: Playgrounds		Mechanical Systems: Automata toys	
B			Electrical Systems: Steady hand game		Textiles: Stuffed toys	
C			Mechanical Systems: pneumatic toys		Cooking and Nutrition: Eating seasonally	

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.

National Curriculum Subject Content

Aspiration - Resilience - Community

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. • 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.	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. • 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.