

St Just Primary School
Curriculum Map
Design Technology

What does Design Technology look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

Please see separate EYFS documents for further information on how our curriculum meets the needs of the children in the Tater Du cohort.

Expressive Design Technology (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Design Technology (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Opportunities to promote skills.

- Provide opportunities to work together to develop and realise creative ideas. Reflect with children on how they have achieved their aims.
- Provide a range of materials and tools and teach children to use them with care and precision.
- Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world and discuss their responses to what they see.
- Help them to define colours, shapes, texture and smells in their own words.
- Visit galleries and museums to generate inspiration and conversation about art and artists

Possible vocabulary coverage.

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques

Development Matters

3-4 years

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

ELG – Creating with Materials

To only be assessed against at the end of the Summer Term, using a ‘Best Fit’ judgement.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Physical Development is a Prime Area which underpins many of the skills needed to ensure progression within Expressive Arts and Design. The progression of Physical Development Skill are outlined below.

3-4 Years

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

ELG – Fine Motor Skills

To only be assessed against at the end of the Summer Term, using a 'Best Fit' judgement.

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



Summary of skills by end of year: developing small and gross motor skills; hold a paintbrush and pencil comfortably; hold a pair of scissors effectively; have explored materials for texture; used junk modelling to explore making something and talking about it; become aware of what is on their face










Expressive Arts and Design







STATUTORY EDUCATIONAL PROGRAMME:




The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests and lines of enquiry 	All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat.	Celebrations Christmas Around the World.	Seasonal Change - Winter Animals	Growing and Changing	People who help us. What do I want to be when I grow up?	Summer A Seaside Adventure
Celebrations & Experiences. 	School rules, classroom routines. Halloween	Diwali Bonfire Night Children in Need Remembrance Day Christmas	Valentines Day Lunar New Year	World Book Day Mother's Day Pancake Day Easter	Visitors from the community linked to jobs and careers.	Father's Day Sports Day Rock Pools Mermaids Pirates



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	Children will learn to sing and perform a range of songs and rhymes. In addition ,to daily experiences and opportunities offered, the children will have a dedicated rhyme time each week, where they will be introduced to a 'rhyme of the week'. The weekly rhyme will be added to the children's rhyme books, which they can take home to practice and share with their families.					
Musical Development Through Charanga	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYF5 the children will have specific musical development sessions using Charanga.					
	<p>ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p>OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>BIG BEAR FUNK! a transition unit that prepares children for their musical learning in Year 1</p>	<p>Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>
Artist Study	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	<p>Jackson Pollock</p> 	<p>Yayoi Kusama Piet Mondrian, Wassily Kandinsky</p> 	<p>Yves Klein Joan Miro Charlie Mackesy</p> 	<p>Andy Goldsworthy Eric Carle</p> 	<p>Vincent van Gogh</p> 	<p>Henri Matisse</p> 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Mark Making/ Drawing 	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Skill: Observational drawing - Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.
Colour 	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art: in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.
Painting 	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing 	Skill: printing with hands, feet and fingers	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones.	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration.	Skill: to be able to create using own ideas and explain the choices
Textiles & Materials 	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough	Skill: Weaving (natural and manmade materials)	Skill: Weaving (natural and manmade materials) Some pupils may also begin to sew with a pre-running stitch.
3D Work 	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cutting Skills</p> 	<p>Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors.</p>	<p>Cutting skill: use scissors to cut in a straight line.</p>	<p>Cutting skill: use scissors to cut curved lines.</p>	<p>Cutting Skill: use scissors to cut shapes.</p>	<p>Cutting Skill: use scissors independently.</p>	<p>Cutting skill: use scissors for a particular purpose when combining different media and materials.</p>
<p>Being Imaginitive</p> 	<p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.</p>		<p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p> 		<p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	

Key Stage 1 National Curriculum Expectations

Design

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- explore and evaluate a range of existing products;
- evaluate their ideas and products against design criteria.

Technical Knowledge

Pupils should be taught to:

- 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.

Cooking and Nutrition

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from.

Key Stage 2 National Curriculum Expectations

Design

Pupils should be taught to:

- 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

Pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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

Pupils should be taught to:

- 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 [for example, gears, pulleys, cams, levers and linkages];
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

Pupils should be taught to:

- understand and apply the principles of a healthy and varied 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.

Components: content and skills that will be taught

YEAR 1

Autumn		Spring		Summer	
Our School!	Let's Celebrate!			Animal Allsorts	
STRUCTURES: Build a new classroom chair	COOKING/ NUTRITION: Design and make a Christmas cookie			TEXTILES: Animal puppets	

Outcome

To design and build a new classroom chair for the school	To design and make a Christmas cookie			To design and make an animal puppet	
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Sequencing

Summary of previous skills: developing small and gross motor skills; hold a paintbrush and pencil comfortably; hold a pair of scissors effectively; have explored materials for texture; used junk modelling to explore making something and talking about it; become aware of what is on their face

<p>1.I can look at examples of chairs <i>What makes it strong?</i> <i>How is it joined?</i> <i>What materials are used and why?</i></p> <p>2.I can generate many ideas as a group</p> <p>3.I can design my own classroom chair and say how I am going to join the different parts</p> <p>4.I can explore different materials for strength, joining and flexibility</p> <p>5.I can make my classroom chair</p> <p>6.I can evaluate my classroom chair against the design criteria</p>	<p>1.I can look at different cookies <i>What are their textures? Colour? Ingredients etc?</i></p> <p>2.I can look at taste and discuss recipes to make cookies</p> <p>3.I can design my own cookie and explain how I will make it with pictures and key words</p> <p>4.I can make my cookie following instructions</p> <p>hygiene rules</p> <p>5.I can evaluate my cookie</p> <p>6. I can price my cookie, market it and sell it at the Christmas Fayre</p>			<p>1.I can look at other animal puppets <i>What materials are used? Why?</i> <i>What do you like? Why?</i> <i>What joins are being used? What stitches can you see?</i></p> <p>2.I can design my own animal puppet</p> <p>3.I can practice joining materials in different ways</p> <p>4.I can add decoration to my puppet design</p> <p>5.I can make my animal puppet</p> <p>6.I can evaluate my animal puppet</p>	
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Vocabulary

Tier 1: Classroom chair, Roll, Pinch, Flatten, Joining	Tier 1: Diet, Ingredients, Recipe			Tier 1: Animals, Puppet, Join, Glue,	
Tier 2: Design, Stiffening, Flexible, Strength	Tier 2: Hygiene, Instructions, Taste, appealing			Tier 2: Stitches, Observe, Decoration	
Tier 3: Sculpture, Evaluate, Improve	Tier 3: Design, Evaluate, Improve, Texture, cost			Tier 3: Design, Evaluate, Improve	

Skills progression

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
-use their knowledge of existing products and their own experience to help generate ideas as a group -design products -explain how their products look and talk through drawings -design simple models -understand and follow simple design criteria	-with support, follow a simple plan or recipe lead by the class teacher -begin to select from a range of hand tools and equipment safely and hygienically -select from materials, textiles and components according to characteristics -with help, measure and mark out -assemble, join and combine materials or ingredients -manipulate fabrics in simple ways to create a desired effect -use a basic running stitch -cut, peel and grate ingredients; weighing and measuring ingredients -begin to use simple finishing techniques, such as decorations	-explore existing products mainly through discussions, comparisons and simple written evaluations -explain positives and things to improve for existing products -explore what materials products are made from -talk about their design ideas -start to make changes and refine their existing design -evaluate their products and ideas against their simple design criteria	-build simple structures, exploring how they can be made stronger, stiffer and more stable -talk about and start to understand the simple working characteristics of materials -explore and create products using levers and wheels	-explain where in the world different foods originate from -understand that all food comes from plants or animals -name and sort foods into five groups -everyone should eat at least 5 portions of fruit and vegetables every day and start to explain why -design and prepare dishes

Design and Technology- Year 1		1	2	3	4	5	6
		Our school	Let's celebrate!	Posting and places	How does your garden grow?	Animal disorders!	To the rescue!
Key Stage 1 Objectives							
Design							
1	design purposeful, functional, appealing products for themselves and other users based on design criteria	√	√			√	

2	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	√	√			√	
Make							
1	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	√	√			√	
2	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	√	√			√	
Evaluate							
1	explore and evaluate a range of existing products	√	√			√	
2	evaluate their ideas and products against design criteria	√	√			√	
Technical knowledge							
1	build structures, exploring how they can be made stronger, stiffer and more stable.	√				√	
2	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products	√				√	
Cooking and Nutrition							
1	use the basic principles of a healthy and varied diet to prepare dishes		√				
2	understand where food comes from		√				
<p align="center">Summary of skills by end of year: explore previous examples with guidance from teacher; group discussion on design criteria; independent exploration of materials to investigate stiffness; talk through their drawings with guidance; understand origin of food; simple constructions using joining of materials with support</p>							

YEAR 2

Autumn		Spring		Summer	
How has St Just changed?		Around the world		How do I get off the ground?	
COOKING/ NUTRITION: Design and make a fruit salad		STRUCTURES: Sculpture of a 3d bird		MECHANISMS: Moving toy	
Outcome					
To design and make healthy fruit salad		To create a 3d bird sculpture		To design and make a moving toy	
Sequencing & Skills Progression					
Prior skills: Chn can talk about food they like and dislike Chn can talk about what a piece of fruit smells/ tastes/ feels like Chn to cut fruit with adult supervision		Prior skills: Chn can explore materials linked to stiffness Chn can test different materials suitable for the sculpture Chn can cut materials with adult support Chn can join some materials with masking tape		Prior skills: Chn can design a toy using a large group idea Chn can talk about how a toy moves in basic terms Chn can say why they like a toy Chn can discuss materials used for different toys	
1.I can look at examples of fruits <i>What good groups can you see?</i> <i>What does each food group do for your body?</i> 2.I can taste different fruits and explain which I like and why 3.I can design my own healthy fruit salad 4.I can make my own		1.I can look at examples of other 3d sculptures 2.I can look how different materials have been used for strength 3.I can look at and practice joining techniques 4.I can design my own 3d bird 5.I can make my own 3d bird 6.I can evaluate my structure against my initial criteria		1.I can look at moving toys <i>What makes them move?</i> <i>What materials are being used?</i> <i>What components can you see?</i> <i>Can you label these on a diagram?</i> 2.I can design my own moving toy for a particular age group 3.I can practice joining	

<p>healthy fruit salad using correct cutting techniques 5.I can evaluate my own healthy fruit salad</p>				<p>different materials 4.I can explore different materials depending on strength, flexibility etc 5.I can make my own moving toy 6.I can decorate my moving toy 7.I can evaluate my moving toy</p>	
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Vocabulary

<p>Tier 1: Healthy, Balanced diet, Taste, Cut, Slice, Hygiene</p> <p>Tier 2: Design, Texture,</p> <p>Tier 3: Make, Evaluate, Diagram</p>		<p>Tier 1: Sculpture, 3d, Strength, Standing</p> <p>Tier 2: Model, Shapes, Materials, Rigid, Joining</p> <p>Tier 3: Make, Evaluate, Diagram</p>		<p>Tier 1: Moving toy, Decoration, Strength, Flexibility, Stiffness, Joining</p> <p>Tier 2: Lever, Diagram, Axle, Design, Experiment</p> <p>Tier 3: Components, Evaluate, Make</p>	
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Skills progression

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<ul style="list-style-type: none"> -use their knowledge of existing products and their own experience to help generate ideas -design products that have purpose -explain how their products look and talk through annotated drawings -design simple models -test ideas -understand and follow simple design criteria 	<ul style="list-style-type: none"> -with support, follow a simple plan or recipe -begin to select from a range of hand tools and equipment safely and hygienically -select from a range of materials, textiles and components according to characteristics -with help, measure and mark out -assemble, join and combine materials or ingredients -manipulate fabrics in simple ways to create a desired effect -use a basic running stitch -cut, peel and grate 	<ul style="list-style-type: none"> -explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations -explain positives and things to improve for existing products -explore what materials products are made from -talk about their design ideas -start to make changes and refine their existing design -evaluate their products and ideas against their simple design criteria 	<ul style="list-style-type: none"> -build simple structures, exploring how they can be made stronger, stiffer and more stable -talk about and start to understand the simple working characteristics of materials -explore and create products using levers and wheels 	<ul style="list-style-type: none"> -explain where in the world different foods originate from -understand that all food comes from plants or animals -food has to be farmed, grown elsewhere or caught -name and sort foods into five groups -everyone should eat at least 5 portions of fruit and vegetables every day and start to explain why -design and prepare dishes

	ingredients; weighing and measuring ingredients -begin to use simple finishing techniques, such as decorations						
Design and Technology- Year 2		1	2	3	4	5	6
Key Stage 1 Objectives		How has St Just changed?		How do I get off the ground?		Around the world	
Design							
1	design purposeful, functional, appealing products for themselves and other users based on design criteria	√		√		√	
2	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	√		√		√	
Make							
1	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	√		√		√	
2	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	√		√		√	
Evaluate							
1	explore and evaluate a range of existing products	√		√		√	
2	evaluate their ideas and products against design criteria	√		√		√	
Technical knowledge							
1	build structures, exploring how they can be made stronger, stiffer and more stable.			√		√	
2	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products					√	
Cooking and Nutrition							
1	use the basic principles of a healthy and varied diet to prepare dishes	√					
2	understand where food comes from	√					
Summary of skills by end of year: explore previous examples with some guidance from teacher and developing small group design criteria with some support; independent exploration of materials to investigate stiffness, flexibility and qualities for various reasons; talk through their drawings with guidance and label resources needed; understand origin of food; prepare a simple dish with support; simple constructions using joining of materials with support with some knowledge of finishing qualities							

YEAR 3

Autumn		Spring		Summer	
Stone Age- Set in stone	Magnetism- What's the Attraction?			Romans	
STRUCTURES: Simple shelter for a hunter	ENTERPRISE Magnetic game			COOKING/ NUTRITION: Make bread for a Roman family Vegetable soup	
Outcome					
To design and make a simple shelter for a hunter	To design and make a magnetic game to sell			To design and make Roman vegetable soup and bread	
Sequencing & Skills Progression					
Prior skills: Chn can explore and experiment with materials linked with texture, colour and stiffness Chn can finish a product with some final techniques Chn can join materials with some finishing techniques within small groups	Prior skills: Use their knowledge of existing products and their own experience to help generate ideas Design products that have purpose Explain how their products look and talk through annotated drawings Design simple models Test ideas Understand and follow simple design criteria			Prior skills: Chn can cut small fruit/ vegetables independently Chn can talk about where food comes from Chn can design a product through whole group discussions Chn can say what they did well and what they would improve and why	
1.1 can look at examples of simple Stone Age shelters	1. I can look at examples of toys designed for children			1.1 can look at different ingredients used back in the Roman days	

<p>What do you notice? What materials are used and why? How are they joined? Which materials are best suited and why? 2.I can generate and design multiple ideas with labelled diagrams 3.I can practice joining materials 4.I can measure, mark and cut materials with some degree of accuracy 5.I can make my shelter 6.I can decorate my Stone Age shelter 7.I can evaluate my shelter</p>	<p>on sale now Why are they attractive? What is their unique selling point? 2. I can explore how magnets work and discuss how magnets are used in games 3. I can design and annotate 2 magnetic toys that fit our brief 4. I can select from my designs and make detailed notes on how it works 5. I can make my magnetic game 6. I can evaluate how my magnetic game works by allowing other children to play with it</p>			<p>Do we still get these ingredients? Why? How do our soup recipes differ to back then? Why? 2.I can taste different vegetables and breads and evaluate them on texture, colour, taste etc 3.I can design and write my own recipe guide for making a Roman soup 4.I can make my own Roman soup 5.I can evaluate my own Roman soup</p>	
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Vocabulary

<p>Tier 1: Shelter, Stone Age, Materials, Joining Mark, Decorate, Design, Make, Cut</p> <p>Tier 2: Suitability Measure, Strengthen, Stiffen</p> <p>Tier 3: Accurate, Safety, Evaluate, Reinforce</p>	<p>Tier 1: Game, Magnetic, Cut, Shape</p> <p>Tier 2: Design, Make Stiffen, Product</p> <p>Tier 3: Enterprise Evaluate, Accuracy, Purpose</p>			<p>Tier 1: Romans, Ingredients, Recipe, Hygiene, Healthy, Balanced Diet, Cut, Temperature, Design</p> <p>Tier 2: Taste, Texture, Appearance, Slice, Grate, Boil</p> <p>Tier 3: Make, Evaluate, Improve, Purpose</p>	
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Skills progression

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<p>-identify the features of their products that will appeal</p> <p>-look at a range of existing products to help generate</p>	<p>-select tools and equipment and explain choices with growing confidence</p> <p>-select from a range of</p>	<p>- evaluate existing products, explaining the purpose of the product and whether it has been designed to meet the</p>	<p>-strengthen, stiffen and reinforce complex structures</p> <p>-explain how levers create movement</p>	<p>-start to know when, where and how food is grown in the UK, Europe and the wider world</p>

<p>ideas</p> <ul style="list-style-type: none"> -design appealing products with a purpose -explain how particular parts of their products work -use annotated sketches to communicate ideas -explore different initial ideas as a group before coming up with final design -test out ideas -develop and follow a simple criteria 	<p>materials</p> <ul style="list-style-type: none"> -place main stages of making in a logical order -learn to use a range of equipment safely and hygienically -measure and mark with growing confidence -cut, join and shape materials with some degree of accuracy -join textiles using a sewing technique -improve the final product 	<p>purpose</p> <ul style="list-style-type: none"> -explore why materials might be selected -alter plans depending on feed back and improvements needed -evaluate their product against their original design 		<ul style="list-style-type: none"> -understand how to prepare and cook a savoury dish safely and hygienically -use a heat source to cook ingredients whilst controlling temperature -mashing, whisking, crushing, grating, cutting, kneading and baking -explain that a healthy diet is made up of a balance of foods -prepare ingredients using appropriate utensils -independently follow a recipe
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Design and Technology- Year 3		1	2	3	4	5	6
		Set In Stone	What's The Attraction	Shake Rattle And Roll	Are Humans animal Too?	What did The Romans Do For Us?	Source to Sea
Key Stage 2 Objectives							
Design							
1	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	√	√			√	
2	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	√	√			√	
Make							
1	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately	√	√			√	
2	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							
1	investigate and analyse a range of existing products	√	√			√	
2	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	√	√			√	
3	understand how key events and individuals in design and technology have helped shape the world	√	√				
Technical knowledge							
1	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	√	√				
2	understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)		√				

3	understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)		√				
4	apply their understanding of computing to programme, monitor and control their products.						
Cooking and Nutrition							
1	understand and apply the principles of a healthy and varied diet					X	
2	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques					X	
3	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed					X	
Summary of skills by end of year: explore previous examples with some guidance from teacher and begin developing individual design criteria with some support; independent exploration of materials to investigate stiffness, flexibility and qualities for various reasons; talk through their drawings through exploded diagrams and label resources needed; understand origin of food and reasons for this; prepare a simple dish with some support; simple constructions using a range of joining of materials with support with some good knowledge of finishing qualities							

YEAR 4

Autumn		Spring		Summer	
Digestive System- Where does my food go?	Were the Anglo-Saxons good for Britain?		It's Electric!	Rainforests	
COOKING/ NUTRITION: Create a fruit smoothie that is good for the digestive system	TEXTILES: Embroider a tapestry based on the Bayeux Tapestry		ELECTRICAL SYSTEMS: Torches	STRUCTURES: Wire sculpture of an Amazon animal	
Composite/ Outcome					
To design and create a fruit smoothie	To design and make an embroidered tapestry using applique		To design and make a torch.	To design and make a wire sculpture of an Amazon animal	
Sequencing & Skills Progression					
Prior skills: Chn can discuss origin of food and reasons for this Chn can slice, peel and crush food depending on need of recipe Chn can discuss criteria and design own Chn can evaluate their product and suggest next steps	Prior skills: Chn can map out their basic design for sewing Chn can thread a needle with support from an adult Chn can make decisions about the colours needed Chn can change direction when sewing		Prior skills: Chn can select tools and equipment and explain choices with growing confidence Chn can select from a range of materials Chn can use annotated sketches to communicate ideas Chn can explore different initial ideas as a group before coming up with final design Chn can test out ideas Chn can develop and follow a simple criteria	Prior skills: Chn can design and evaluate with links to a specific design criteria Chn can test different materials for stiffness, flexibility etc Chn to can experiment with joining techniques Chn can begin to develop their finishing techniques	
1. I can understand that vegetables and fruit grow in certain	1. I can look at the layout and design of the Bayeaux Tapestry		1. I can look at several torches and disassemble them to	1. I can look at examples of wire sculptures	

<p>seasons and is affected by climate</p> <p>2. I can look at food items and which are good for the digestive system</p> <p>3. I can look at examples of fruit and vegetables that provide nutritional benefits</p> <p>4. I can design my own fruit smoothie with labelled diagrams</p> <p>5. I can make my own fruit smoothie and know how to store and clean a knife safely.</p> <p>6. I can evaluate my fruit smoothie</p>	<p>2. I can practice a running stitch and other stitches for appearance</p> <p>3. I can create a design inspired by the Bayeux Tapestry</p> <p>4. I can use applique to attach fabric together</p> <p>5. I can create a stitching plan</p> <p>6. I can make my own tapestry</p> <p>7. I can evaluate my tapestry based on the design criteria</p>		<p>understand how they work.</p> <p>2. I can label using exploded diagrams the different parts of a torch.</p> <p>3. I can analyse and evaluate an electrical products (torch)</p> <p>4. I can design a product to fit a set of specific user needs.</p> <p>5. I can make and evaluate a torch against a design criteria.</p>	<p><i>How do they stand up?</i></p> <p><i>How are they supported?</i></p> <p><i>How are they made strong?</i></p> <p><i>How are they joined?</i></p> <p>2. I can design multiple generate ideas with labelled diagrams and exploded diagrams</p> <p>3. I can practice sculpting safely with wire</p> <p>4. I can explore joining techniques</p> <p>5. I can design and make my final sculpture</p> <p>6. I can use finishing techniques to improve my sculpture</p> <p>7. I can evaluate my sculpture</p>	
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Vocabulary

<p>Tier 1: Diagram, Design, Make, Healthy, Slice, Grate, Measure, Balanced Diet</p> <p>Tier 2: Digestive system, Blow Up Designs</p> <p>Tier 3: Anatomy, Nutritional benefit, Evaluate, Refine</p>	<p>Tier 1: Tapestry, Sewing, Join, Needle, Thread, Eye, Design, Make</p> <p>Tier 2: Running stitch, Cross stitch</p> <p>Tier 3: Applique Evaluate, Refine, Improve</p>		<p>Tier 1: Design, Make, Electricity, Electrical circuit, Switch, Torch</p> <p>Tier 2: Circuit, Components, Conductor, Lens, Battery, Wires, Contact, Bulb, Reflector</p> <p>Tier 3: Disassemble, Exploded diagrams Target audience</p>	<p>Tier 1: Sculpture, 3d, Wire, Joining, Flexible</p> <p>Tier 2: Rigid, Strength, Safety, Design, Make</p> <p>Tier 3: Exploded diagrams, Evaluate, Refine, Improve</p>	
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Skills progression

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
-identify the features of their	-carefully select a range of	-explore and evaluate existing	-understand that materials	-start to know when, where

<p>products that will appeal</p> <ul style="list-style-type: none"> -broad range of existing products to help generate ideas -design appealing products with a clear purpose -explain how particular parts of their products work -use annotated sketches to communicate ideas -explore different initial ideas before coming up with final design - explain choice of materials including functionality and aesthetic -test out ideas -develop and follow a simple criteria 	<p>tools and equipment and explain choices with growing confidence</p> <ul style="list-style-type: none"> -select from a range of materials according to functionality and aesthetic -place main stages of making in a systematic order -learn to use a range of equipment safely and hygienically -measure and mark with growing confidence -cut, join, shape and score materials with some degree of accuracy -join textiles using a sewing technique -use a finishing technique to improve the final product 	<p>products, explaining the purpose of the product and whether it has been designed to meet the purpose</p> <ul style="list-style-type: none"> -explore why materials might be selected -alter plans depending on feedback and improvements needed -evaluate their product against their original design 	<p>have both functional and aesthetic properties</p> <ul style="list-style-type: none"> -strengthen, stiffen and reinforce complex structures -explain how levers create movement 	<p>and how food is grown in the UK, Europe and the wider world</p> <ul style="list-style-type: none"> -understand how to prepare and cook a variety of savoury dishes safely and hygienically -use a heat source to cook ingredients whilst controlling temperature -mashing, whisking, crushing, grating, cutting, kneading and baking -explain that a healthy diet is made up of a balance of foods -prepare ingredients using appropriate utensils -measure and weigh ingredients -independently follow a recipe
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Design and Technology- Year 4		1	2	3	4	5	6
Key Stage 2 Objectives		Where does our food go?	Were the Anglo-Saxons good for Britain?		Crime and Punishment: Granny	Rainforests	
Design							
1	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		√		√	√	
2	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		√		√	√	
Make							
1	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately	√	√		√	√	
2	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							
1	investigate and analyse a range of existing products	√	√		√	√	
2	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	√	√		√	√	
3	understand how key events and individuals in design and technology have helped shape				√		

	the world						
Technical knowledge							
1	apply their understanding of how to strengthen, stiffen and reinforce more complex structures		√		√	√	
2	understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)						
3	understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)				√		
4	apply their understanding of computing to programme, monitor and control their products.						
Cooking and Nutrition							
1	understand and apply the principles of a healthy and varied diet	√					
2	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	√					
3	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	√					
Summary of skills by end of year: explore previous examples with a little guidance from their teachers; developing individual design criteria with a little support; independent exploration of materials to investigate stiffness, flexibility and qualities for various reasons; talk through their drawings through exploded diagrams and label resources needed; understand how electricity is used in everyday appliances; understand origin of food and reasons for this and make selections based on this; prepare a simple dish with some independent skill; some complex constructions using a range of joining of materials with some good knowledge of finishing qualities							

YEAR 5

Autumn		Spring		Summer	
To the stars- Cosmic		Ancient Greeks		Indus Valley	

GEARS, LEVERS AND PULLEYS: To create a pop up book of the solar system		COOKING/ NUTRITION: Design and make Greek food for a family		STRUCTURE: Wire/ clay/ mod roc Indus Valley sculpture	
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Composite/ Outcome

To design and make a pop up book of the solar system using gears, levers and pulleys		To design and make Greek food		To design and make an Indus Valley sculpture	
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Sequencing & Skills Progression

<p>Prior skills: Chn can design a product linked to a general criteria Chn can experiment with materials linked to its quality, flexibility and stiffness Chn can create basic exploded diagrams to show plan Chn can evaluate with suggestions of next steps</p>		<p>Prior skills: Chn can make selections of ingredients based on their locality Chn can use a range of preparation techniques and give reasons Chn can design to a criteria Chn can test and evaluate, beginning to make their own choices</p>		<p>Prior skills: Chn can explore materials based on a set criteria Chn can explore a range of joining techniques with some support Chn can discuss their plan using an exploded diagram Chn can hone their finishing techniques</p>	
<p>1.I can analyse levers and pulleys 2.I can look at other examples of pop up</p>		<p>1.I can look at examples of Greek food What ingredients are</p>		<p>1.I can look at other sculptures What do you like/ not like? Why?</p>	

<p>books and discuss the authors choices</p> <p>3.I can design individual solar system pop ups using pulleys and levers</p> <p>4.I can experiment with different materials for strength and flexibility</p> <p>5.I can design my own solar system pop up book with exploded and labelled diagrams</p> <p>6.I can make my own solar system pop up book</p> <p>7.I can evaluate my own solar system pop up book</p>		<p><i>used?</i></p> <p><i>What do you like?</i></p> <p><i>Why?</i></p> <p><i>What do you think about the taste, texture, aroma etc?</i></p> <p>2.I can look at Greek recipes</p> <p>3.I can generate multiple designs for Greek recipes against a design criteria with exploded and labelled diagrams</p> <p>4.I can safely and hygienically make a Greek recipe</p> <p>5.I can evaluate my Greek food</p>		<p><i>How is it stood up?</i></p> <p><i>What materials are strong, flexible, stiff?</i></p> <p><i>Etc</i></p> <p>2.I can explore materials with joining and manipulation</p> <p>3.I can generate multiple designs with exploded, detailed and labelled diagrams</p> <p>4.I can design and make my final sculpture</p> <p>5.I can use finishing techniques to improve and alter my designs</p> <p>6.I can evaluate my sculpture based on the design criteria</p>	
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Vocabulary

<p>Tier 1: Solar system, Book, Design, Make</p> <p>Tier 2: Levers, Gears, Pulleys, Join, Flexibility, Strength</p> <p>Tier 3: Purpose, Function, Replica, Exploded diagram Evaluate</p>		<p>Tier 1: Greek Food, Recipes, Diagrams, Step by step, Design, Instructions</p> <p>Tier 2: Hygiene, Safety, Chop, Cut, Slice, Grate, Boil, Health, Balanced diet</p> <p>Tier 3: Evaluate, Purpose, Function, Exploded diagram, Product</p>		<p>Tier 1: Sculptures, Materials, Strengthen, Flexibility, Stiffen, Diagrams, 3D</p> <p>Tier 2: Joining, Cut, Mark, Measure, Groove, Safety, Accuracy, Assemble</p> <p>Tier 3: Evaluate, Purpose, Function, Exploded diagram, Product</p>	
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Skills progression

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
-use research to inform and develop detailed design (innovative and appealing)	- plan and suggest next steps -select from a range of tools	-complete a competitor analysis of other products -evaluate quality,	-apply their understanding of how to strengthen, stiffen and reinforce complex	-know and give examples of food that is grown, reared and caught in the UK,

<p>-know of a broad range of existing products to generate ideas</p> <p>-design products with a specific purpose</p> <p>-explain how particular parts of their products work</p> <p>-annotated sketches</p> <p>-discuss ideas as a group and come to a final design</p>	<p>and equipment; explaining their choices</p> <p>-select a range of materials according to functionality</p> <p>- create a guide</p> <p>-follow hygiene procedures</p> <p>-take measurements needed</p> <p>-cut a range of materials with growing precision and accuracy</p> <p>-shape and score with growing precision and accuracy</p> <p>-assemble, join, tape, pin, cut, shape and combine materials with growing accuracy</p>	<p>manufacture and fitness for purpose of their finished product</p> <p>-evaluate their finished product against their original design criteria</p>	<p>structures to create useful products</p> <p>-safety awareness: children should understand and follow safety rules when using tools. They should know to wear appropriate safety gear, such as safety goggles, and to keep their hands and fingers clear of the saw blade.</p> <p>-hand-eye coordination: sawing requires precise movements, so children should have good hand-eye coordination to guide the saw along the intended line</p> <p>-understanding measurements: children should understand measurements, such as the depth and width of the groove they want to create. This knowledge will help them mark the wood accurately and guide the saw along the desired path</p>	<p>Europe and wider world (present and past)</p> <p>-understand about availability and how this may affect planning recipes</p> <p>-prepare and cook a dish safely and hygienically using a heat source</p> <p>-adapt recipes (appearance, taste, texture and aroma)</p> <p>-measure ingredients with growing accuracy from a recipe</p> <p>-independently follow a recipe</p>
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Design and Technology- Year 5		1	2	3	4	5	6
Key Stage 2 Objectives		To the stars		Ancient Greeks		Indus Valley	
Design							
1	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	√		√		√	
2	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	√		√		√	
Make							
1	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately	√		√		√	
2	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							
1	investigate and analyse a range of existing products	√		√			
2	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	√		√		√	
3	understand how key events and individuals in design and technology have helped shape the world			√			
Technical knowledge							
1	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	√				√	
2	understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)	√					
3	understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)						
4	apply their understanding of computing to programme, monitor and control their products.						
Cooking and Nutrition							
1	understand and apply the principles of a healthy and varied diet			√			
2	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			√			
3	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			√			

Summary of skills by end of year: explore previous examples independently and suggest thoughts on product; develop individual design criteria; independent exploration of materials to investigate stiffness, flexibility and qualities for various reasons; talk through their drawings through detailed exploded diagrams and label resources needed; understand origin of food and reasons for this and make selections based on this; prepare a simple dish with independent skill and using a range of tools; some complex constructions using a range of joining of materials with some good knowledge of finishing qualities

YEAR 6

Autumn		Spring		Summer
	Evolution & Inheritance			Beyond 1066- World War 2 & Battle of Britain
				1.COOKING/ NUTRITION: Wartime food 2.MECHANISMS/ ELECTRICAL SYSTEMS: Moving World War 2 plane CAM mechanisms

Composite/ Outcome

				1.To design and create a wartime cake 2.To create a moving World War 2 plane using electrical systems and mechanisms
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Sequencing & Skills Progression

				1.Prior skills: Chn can use a range of tools to prepare foods Chn understand the origin of food and reasons behind it Chn design according to a criteria Chn can measure ingredients with some support Chn can evaluate and suggest next steps	2.Prior skills: Chn can investigate previous toys and discuss what makes it work Chn can explore a range of mechanisms Chn can plan against a design criteria Chn can explore a range of materials linked to stiffness, flexibility etc Chn understand the electrical components
				1.Research rationed food during WW2 <i>What ingredients were /were not readily available?</i> <i>Why?</i> 2. Importance of food hygiene 3. Design & create a	1. Look at and investigate a variety of moving toys. 2. Investigate CAM mechanisms 3. Investigate CAMS (eccentric, snail, drop, oval, ...) 4. Design criteria & developing ideas

				wartime cake 4. Evaluate a savory dish	5. Design specification (finalise design) & plan 6. Make 7. Evaluate			
Vocabulary								
				Tier 1: War Time, Taste, Texture, Quantity, Health and Safety Tier 2: Hygiene, Rationing, Bridge, Claw, Savory Tier 3: Research, Product, Implication, Purpose, Function	Tier 1: CAM, Mechanism, Movement Tier 2: Axle / shaft, Rigidity, Snail CAM, Drop CAM, Dowel, Clamp, Hacksaw Tier 3: Linear motion, Triangulation, Specification, Research, Product, Implication, Purpose, Function			
Skills progression								
Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition				
-use research to inform and develop detailed design (innovative, functional, fit for purpose, target market and appealing) -know of a broad range of existing products to generate ideas -design products with a clear purpose -explain how particular parts of their products work -annotated sketches; cross-sectional drawings and exploded diagrams -generate a range of ideas and come to a final design -consider costings of resources	-independently plan and suggest next steps -select from a wide range of tools and equipment; explaining their choices -select a range of materials according to functionality and aesthetic - create a step-by-step guide -follow hygiene procedures -take exact measurements within 1 millimetre -cut a range of materials with precision and accuracy -shape and score with precision and accuracy -assemble, join, tape, pin, cut, shape and combine materials with accuracy -refine the finish to improve appearance	-complete a detailed competitor analysis of other products -critically evaluate quality, manufacture and fitness for purpose of their finished product -evaluate their finished product against their original design criteria (make any changes needed)	-apply their understanding of how to strengthen, stiffen and reinforce complex structures to create useful products -understand the 'input, process and output' of mechanical and electrical systems -explain how mechanical systems such as CAMS create movement -apply their understanding of computing to program, monitor and control a product	-know, explain and give examples of food that is grown, reared and caught in the UK, Europe and wider world (present and past) -understand about availability and how this may affect planning recipes -understand that food is processed into ingredients for cooking -prepare and cook a dish safely and hygienically using a heat source -adapt and refine recipes (appearance, taste, texture and aroma) -alter methods -measure ingredients accurately from a recipe -independently follow a recipe				
			1	2	3	4	5	6

Design and Technology- Year 6							World War 2/ Battle of Britain
Key Stage 2 Objectives							
Design							
1	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						√
2	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						√
Make							
1	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately						√
2	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							
1	investigate and analyse a range of existing products						√
2	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work						√
3	understand how key events and individuals in design and technology have helped shape the world						√
Technical knowledge							
1	apply their understanding of how to strengthen, stiffen and reinforce more complex structures						√
2	understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)						√
3	understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)						√
4	apply their understanding of computing to programme, monitor and control their products.						
Cooking and Nutrition							
1	understand and apply the principles of a healthy and varied diet						√
2	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques						√
3	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed						√
Summary of skills by end of year: explore previous examples independently and suggest thoughts on product; develop individual design criteria linked to what they have seen; independent exploration of materials to investigate stiffness, flexibility and qualities for various reasons; talk through their drawings through detailed exploded diagrams and label resources needed; understand origin of food and reasons for this and make selections based on this; prepare a simple dish with independent skill and using a range of tools; weigh ingredients independently; complex constructions using a range of joining of materials with good knowledge of finishing qualities							

SEND STATEMENT:

At St Just Primary School, we value each child's unique qualities and strengths. We have high aspirations and expectations for all children with Special Educational Needs and Disabilities (SEND) and strive to ensure that all SEND pupils make rapid and sustained progress from their starting point. We will strive to remove barriers to learning to ensure that all SEND pupils access, participate and engage with their learning therefore enabling them to fulfil their potential.