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|  Year Group | Autumn | Spring | Summer |
| Nursery | Christmas Decorations | Chinese New Year | Food (Cakes and Fruit) |
| Reception | Christmas Cards | Food (Pancakes and Porridge) | Superhero Finger Puppets |
| 1 | Homes | Eat more fruit and vegetables | Moving Pictures |
| 2 | Puppets | Perfect Pizza | Vehicles |
| 3 | Sandwich Snacks | Making Mini Greenhouses | Moving Monsters |
| 4 | Alarms | Story Books | Money Containers |
| 5 | Making African Instruments | Building Bridges | Great British Dishes |
| 6 | Programming Pioneers | Chinese Inventions | Funky Furnishings  |

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| **Nursery Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Christmas Decorations | 30-50 Months* Beginning to be interested in and describe the texture of
* things.
* Uses various construction materials.
* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
* Joins construction pieces together to build and balance.
* Realises tools can be used for a purpose.
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| Chinese New Year |
| Food |

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| **Reception Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Christmas Cards | 40-60 Months* Experiments to create different textures.
* Manipulates materials to achieve a planned effect.
* Constructs with a purpose in mind, using a variety of resources.
* Uses simple tools and techniques competently and appropriately.
* Selects appropriate resources and adapts work where necessary.
* Selects tools and techniques needed to shape, assemble and join materials they are using.
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| Food  |
| Superhero Finger Puppets |

There are many opportunities for carrying out D&T- related activities across all areas of learning with the Early Years Foundation Stage.

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| **Year 1 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Homes | * 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.
* 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
* Explore and evaluate a range of existing products
* Evaluate their ideas and products against design criteria
* Build structures, exploring how they can be made stronger, stiffer and more stable.
 |
| Eat more fruit and Vegetables | * Use the principles of a healthy and varied diet to prepare dishes.
* Understand where food comes from.
 |
| Moving Pictures | * + 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.
	+ 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
	+ Explore and evaluate a range of existing products
	+ Evaluate their ideas and products against design criteria
	+ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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| **Year 2 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Puppets | * + 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.
	+ 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.
	+ Explore and evaluate a range of existing products.
	+ Evaluate their ideas and products against design criteria.
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| Perfect Pizza | * 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.
* Explore and evaluate a range of existing products.
* Use the principles of a healthy and varied diet to prepare dishes.
* Understand where food comes from.
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| Vehicles | * + 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.
	+ 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.
	+ Explore and evaluate a range of existing products
	+ Evaluate their ideas and products against design criteria
	+ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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|  **Year 3 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Sandwich Snacks | * 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
* Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
* 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.
* Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.
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| Making Mini Greenhouses | * 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.
* 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
* 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.
* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
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| Moving Monsters | * 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
* 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 their ideas and products against their own design criteria and consider the views of others to improve their work
* Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
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| **Year 4 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Alarms | * 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.
* Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* 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.
* Understand and use electrical systems in their products [for example, series circuits incorporating switches, bubs, buzzers and motors].
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| Story Books | * 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.
* 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
* 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.
* Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
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| Money Containers | * 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
* 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
* 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.
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| **Year 5 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Making African Instruments | * + 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
	+ 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
	+ 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
	+ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
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| Building Bridges | * + 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
	+ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	+ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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| Great British Dishes | * 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.
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| **Year 6 Design and Technology Coverage:** |
| **Unit** | **National Curriculum Objectives** |
| Programming Pioneers | * 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.
* Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
* Evaluate their ideas and products against their own design criteria and consider the views of others to improve.
* Understand how key events and individuals in design and technology have helped shape the world.
* Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
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| Chinese Inventions | * 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
* 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
* Understand how key events and individuals in design and technology have helped shape the world
* Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
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| Funky Furnishings | * 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
* 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
* 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
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