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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 | Moving Mechanisms | 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. |
| 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. |
| 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. |
| **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. |
| 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. |
| 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. |
| **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. | |
| 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. | |
| 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]. |
| Moving Mechanisms | * 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]. |
| 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. |
| 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 |
| 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]. |
| 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] |
| 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 |