



Design Technology Curriculum Overview



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

National Curriculum Subject Content	
Key Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <p>Design:</p> <ul style="list-style-type: none"> 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. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>Pupils should be taught:</p> <p>Design:</p> <ul style="list-style-type: none"> 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. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products.

<ul style="list-style-type: none"> • Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 	<ul style="list-style-type: none"> • 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. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). • Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). • Apply their knowledge of computing to programme, monitor and control their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety or predominately savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
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EYFS	
<p>Children in EYFS will be learning to:</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	