

	AUTUMN TERM	SPRING TERM	SUMMER TERM
F	Foundation Stage		
New Learning	<p>Rainbow Fish/Multi-media</p> <p><i>ELG</i></p> <p><i>Physical development – Fine motor skills</i></p> <p><i>Expressive arts and design – Creating with materials</i></p>	<p>Homes and Buildings/Construction</p> <p><i>ELG</i></p> <p><i>Expressive arts and design – Creating with materials</i></p>	<p>Taste Something New/Cooking and Nutrition</p> <p><i>ELG</i></p> <p><i>Physical development – Fine motor skills</i></p>
1	Year 1		
Revisit	<p style="text-align: center;">Links to prior learning:</p> <p style="text-align: center;">Year 1 DT curriculum builds directly on the learning undertaken in the EYFS.</p> <p>Physical Development – Fine Motor Skills (ELG)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Expressive Arts and Design – Creating with Materials (ELG)</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting and colour, design, texture, form and function. Share their creations, explaining the process they have used. 		
New Learning	<p>Fabric Faces/Textiles</p> <p><i>NC objective</i></p> <p>Design</p> <ul style="list-style-type: none"> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p>Make</p>	<p>Moving Pictures/Structures and Mechanisms</p> <p><i>NC objective</i></p> <p>Design</p> <ul style="list-style-type: none"> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p>Make</p>	<p>Salads/Cooking and Nutrition</p> <p><i>NC objective</i></p> <p>Design</p> <ul style="list-style-type: none"> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p>Make</p>

	<ul style="list-style-type: none"> 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. <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. 	<ul style="list-style-type: none"> 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. <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"> Explore and use mechanisms [for example, levers, slides, wheels], in their products. 	<ul style="list-style-type: none"> 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. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <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.
Connections	Cross-curricular connections: Y1 Science – Everyday Materials	Cross-curricular connections: Y1 English – Traditional Tales	Cross-curricular connections: ...
2		Year 2	
Revisit	Links to prior learning: Y1 DT - Moving Pictures	Links to prior learning: Y1 DT - Salads	Links to prior learning: Y1 DT - Fabric Faces
New Learning	<p>Moving Vehicles/Structures and Mechanisms</p> <p>NC objective</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 [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. <p>Evaluate</p>	<p>Lunch Boxes/Cooking and Nutrition</p> <p>NC objective</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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. 	<p>Bunting/Textiles</p> <p>NC objective</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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products.

Connections	<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. Explore and use mechanisms [for example, wheels and axles], in their products. 	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <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 design criteria.
	<p>Cross-curricular connections:</p> <p>...</p>	<p>Cross-curricular connections:</p> <p>Y2 Science – Animals, including humans</p>	<p>Cross-curricular connections:</p> <p>KS1 Computing – Use technology purposefully</p>
3	Year 3		
Revisit	<p>Links to prior learning:</p> <p>KS1 Cooking and Nutrition</p>	<p>Links to prior learning:</p> <p>Y1 DT - Moving Pictures</p>	<p>Links to prior learning:</p> <p>KS1 Textiles</p>
New Learning	<p>Healthy Breakfasts/Cooking and Nutrition</p> <p>NC objective</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 [for example, cutting, shaping, joining and finishing] accurately. <p>Evaluate</p> <ul style="list-style-type: none"> 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. <p>Cooking and Nutrition</p>	<p>Greetings Cards/Structures and Mechanisms</p> <p>NC objective</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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. 	<p>Hand Puppets/Textiles</p> <p>NC objective</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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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. Know where and how a variety of ingredients are grown. 	<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"> Understand and use mechanical systems in their products [for example, levers and linkages]. 	
Connections	<p>Cross-curricular connections:</p> <p>Y3 Maths – Measurement</p> <p>Science – Animals, including humans (Nutrition)</p>	<p>Cross-curricular connections:</p> <p>...</p>	<p>Cross-curricular connections:</p> <p>...</p>
4		Year 4	
Revisit	<p>Links to prior learning:</p> <p>Textiles</p>	<p>Links to prior learning:</p> <p>...</p>	<p>Links to prior learning:</p> <p>Cooking and Nutrition</p>
New Learning	<p>Handy Bag/Textiles</p> <p><i>NC objective</i></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 [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. <p>Evaluate</p>	<p>Torches/Structures and Electrical Systems</p> <p><i>NC objective</i></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 [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. 	<p>Pizzas/Cooking and Nutrition</p> <p><i>NC objective</i></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 [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. <p>Evaluate</p>

Connections	<ul style="list-style-type: none"> 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. 	<p>Evaluate</p> <ul style="list-style-type: none"> 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. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs]. 	<ul style="list-style-type: none"> 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. <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 of predominantly savoury dishes using a range of cooking techniques. Know where and how a variety of ingredients are grown.
	<p>Cross-curricular connections:</p> <p>...</p>	<p>Cross-curricular connections:</p> <p>Y4 Science – Electricity</p>	<p>Cross-curricular connections:</p> <p>...</p>
5		Year 5	
Revisit	<p>Links to prior learning:</p> <p>Textiles</p>	<p>Links to prior learning:</p> <p>Y2 DT - Moving Vehicles</p>	<p>Links to prior learning:</p> <p>Cooking and Nutrition</p>
New Learning	<p>T-Shirt Cushions/Textiles</p> <p><i>NC objective</i></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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. 	<p>Moving Toys/Structures and Mechanisms</p> <p><i>NC objective</i></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 [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. <p>Evaluate</p>	<p>Pasta/Cooking and Nutrition</p> <p><i>NC objective</i></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 [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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products.

	<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. 	<ul style="list-style-type: none"> 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. <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 [for example, cams]. 	<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. <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 of predominantly savoury dishes using a range of cooking techniques. Know where and how a variety of ingredients are grown, reared, caught and processed.
Connections	Cross-curricular connections: ...	Cross-curricular connections: ...	Cross-curricular connections: ...
6		Year 6	
Revisit	Links to prior learning: Y4 DT - Torches	Links to prior learning: Textiles	Links to prior learning: Cooking and Nutrition
New Learning	<p>Alarm Systems/Structures and Electrical Systems</p> <p>NC objective</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 [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. 	<p>Felt Phone Cases/Textiles</p> <p>NC objective</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 [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. <p>Evaluate</p>	<p>Burgers/Cooking and Nutrition</p> <p>NC objective</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 [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. <p>Evaluate</p>

	<p>Evaluate</p> <ul style="list-style-type: none"> 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. <p>Technical Knowledge</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <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 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.
Connections	<p>Cross-curricular connections:</p> <p>Y6 Science – Electricity</p> <p>KS2 Computing – Programs that accomplish specific goals</p>	<p>Cross-curricular connections:</p> <p>...</p>	<p>Cross-curricular connections:</p> <p>Y6 Maths – Ratio and Proportion</p>