

Key Skills

Develop creative, technical and practical expertise to problem solve.
Design and make high quality prototypes and products for a range of users.
Critique, evaluate and test ideas and products.

DESIGN & TECHNOLOGY

DT skills should be taught when linked to topics where possible to ensure real world application
Topics are taught on a 2 year rolling programme



	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Topics & terms	1 Autumn Harvest, Light and Dark 2 Winter Wonderland, Superheroes 3 Big and Little, Summer Fun	1 Autumn colours, Let's Celebrate 2 Bears, A job well done 3 Marvellous minibeasts, Summer in the garden	1 Let's go on safari 2 Frozen Planet, Great Fire of Lond 3 Around the world in 80 days	1 Now and Then 2 Turrets & Tiaras 3 Secret Gardens	1 The Land that time forgot 2 Romans 3 Mexico/ Rainforest	1 Egyptians 2 Over & Under the waves 3 Friend or Foe	1 Extreme Earth 2 Who were the Mayans? 3 Onwards & Upwards	1 Myths & Minotaurs 2 Out of this World 3 Circle of Life Vikings V Anglo Saxons
Design	Begin to draw a design of their own Use materials to create a picture of their design Talk about what they are doing during each stage	Make pictures of their design saying what they want to make Use criteria to design and make purposeful, functional items	<i>Tudor houses:</i> Design and make purposeful and functional products Use pictures and words to convey what they want to design and make Describe and explain what they are making, how it works and what they need to do next	<i>Christmas stocking:</i> Design and make purposeful, functional and 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 ICT. Discuss their work as it progresses	<i>Roman Villas, Aqueducts Bean bag tree frog</i> Use research to develop the design of functional and appealing products that are fit for purpose Record plan by drawing labelled sketches or writing and discuss this while working	<i>Egyptian sculptures and moving picture/book & Dunkirk boat/plane Over & Under the Waves - bridges</i> Use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose (bridges - arch, beam, suspension designs) Consider different ways in which they can creatively record their planning to engage an audience	<i>Mayan accessory Bug houses</i> Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations	<i>Greek sandal, miniature lunar rover, Viking helmet, shield, jewellery</i> Use research and exploration to identify and understand user needs when designing a product Generate, develop, model and communicate design ideas using discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes detailed plans, oral and digital presentations and computer based tools.

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Make	Use and explore a variety of materials Use a variety of tools and techniques	Use equipment safely Use the correct tools for the job Know the tools they are using eg scissors, hole punch	<i>Tudor houses</i> <i>Brazilian Carnival mask, Native American dream catcher, Japanese fan</i> <i>Select from, name and use a range of tools and equipment to perform practical tasks</i> (Eg, cutting, shaping, joining and finishing) Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, moldable materials Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape Join appropriately for different materials and situations	<i>Christmas stocking</i> <i>Rapunzel tower with winding mechanism</i> <i>Select from, name and use a range of tools and equipment to perform practical tasks</i> (Eg, cutting, shaping, joining and finishing) <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	<i>Roman Villas, Aqueducts</i> <i>Bean bag tree frog</i> Select from and use a wider range of tools and equipment, including those needed to weigh and measure ingredients, to perform practical tasks Select from and use a wider range of materials and components, including construction materials, <i>textiles</i> according to their functional qualities Select from a wider range of <i>ingredients</i>	<i>Egyptian Sculptures and moving picture/book & Dunkirk boat/plane</i> Bridges - Use tools and equipment to perform practical tasks Join and combine a range of materials, some with temporary, fixed or moving joints Food tech - making soup from seasonal vegetables	<i>Mayan accessory</i> <i>Bug houses</i> <i>Select from and use a wider range of tools and equipment to perform practical tasks</i> Select from and use a wider range of materials and components, including construction materials, textiles according to their functional qualities	<i>Greek sandal, miniature lunar rover, Viking helmet, shield, jewellery</i> Select from and use a wider range of tools and equipment to perform practical tasks <i>Select from and use a wider range of materials and components, including construction materials, textiles according to their functional and aesthetic qualities</i>

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Evaluate	Represent their own ideas through their work Talk about their creation and how they got to the finished product	Say what they like and dislike about products that are already known Begin to say how they could improve a product offering own idea	Explore & evaluate a range of existing products - dreamcatchers Evaluate their ideas and products against design criteria. Tudor house/ Brazilian mask	Explore & evaluate a range of existing products -explore winding mechanisms Evaluate their ideas and products against design criteria. (Princess tower)	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria Understand how key events and individuals in design and technology have helped shape the world.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria (bridge/plane/Dunkirk boat) Understand how key events and individuals in design and technology have helped shape the world.	Investigate and analyse a range of existing products (floating raft) Evaluate their ideas and products against their own design criteria (Mayan sewing Bug houses)	Investigate and analyse a range of existing products (miniature lunar rover) Evaluate their ideas and products against their own design criteria (Greek sandal, Viking helmet) Understand how key events and individuals in design and technology have helped shape the world
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Technical knowledge	Build using a variety of materials Begin to say how they made their structure	Build structures using different materials	Build structures, exploring how they can be made stronger, stiffer	Explore and use mechanisms (winding)	Apply their understanding of how to strengthen, stiffen and reinforce more	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Apply their understanding of how to strengthen, stiffen and reinforce more	Apply their understanding of how to strengthen, stiffen and

		<p>Begin to make suggestions to make structures stronger and more stable</p> <p>Begin to explore mechanisms such as levers, wheels and axels using construction</p>	<p>and more stable (Tudor houses) Insert paper fasteners for card linkages</p>	<p>Create models with wheels and axles (bathing machines)</p>	<p>complex structures (Aqueducts) Explore and use mechanisms: temporary, fixed and moving joints (levers, sliders - moving pics book)</p>	<p>(Bridge design Over & Under the waves)</p> <p>Create shell or frame structures and make structures more stable (Bridge design Over & Under the waves)</p>	<p>complex structures (bug houses)</p>	<p>reinforce more complex structures Understand and use mechanical systems (moving space pic) Understand and use electrical systems in products (design & make space rocket/station) Apply and use understanding of computing to program, monitor and control products.(<i>miniature lunar rover</i>)</p>
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Cooking & Nutrition	<p>Name and identify everyday fruit and vegetables.</p>	<p>Understand the importance of breakfast and the need to have a mixture of different food types.</p>	<p>Use the basic principles of a healthy and varied diet (fruit salad) Understand where food comes from How? Use a range of basic cooking equipment (eg knife, chopping board, spoon, fork, bowl)</p>	<p>Use the basic principles of a healthy and varied diet Select from and use a range of tools and equipment learning about healthy foods and making salads and smoothies Design, make and evaluate (discuss what they likes/didn't like) about a dish of their choice.</p>	<p>Use ingredients to create bird feeders</p>	<p>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, caught and processed.</p>	<p>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, caught and processed. (Mayan food)</p>	<p>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, caught and</p>

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