



## Design and Technology

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer term</b>
<b>Reception</b>	<p>ELG 16: Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Painting fruit and vegetables, draw, collage, print Famous portraits e.g. Andy Warhol Focus on skin tones <i>Sound games.</i> "I've got a body"/"Head, shoulders, knees and toes" song Home corner and kitchen role play Split pin body Design an Elmer Explore colours through materials &amp; objects, Rainbow pictures - iridescent, fluorescent, glitter, Rubbings Colourful, collages, Patterns, Colours in the environment - autumn, night-time lights, colours of different festivals, , Music making, clay modelling</p>	<p>ELG 16: Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Junk modelling- house and boat Design a boat that floats Using music in to create sound stories. Making musical instruments - shakers with oats inside. Three bears small world. Joining and combining materials Mask making Copy simple rhythms. Animal models.-using construction kits, play dough / clay, 3D models. Animal sounds Clap the beats in animal names Animal homes, Vets role play area</p>	<p>ELG 16: Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Creating their own design ideas. Create own songs, dances and pieces of music. Adapt their own work. Build for a purpose using a variety of construction materials. Explore patterns, texture colours of nature, Punch and Judy shows Making puppets Design a lighthouse and then build it Under the sea role play Travel Agents Ice Cream shop</p>



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<b>Year One</b>	<p><b>Cooking and nutrition</b> - Design food for others</p> <ul style="list-style-type: none"> <li>• Understand where food comes from.</li> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> <p><b>Design</b> - Design, make and evaluate a new animal.</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users, based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.)</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p><b>Technical knowledge:</b> <b>London Landmark Structures</b>- Build structures exploring how they could be made stronger, stiffer and more stable.</p> <p><b>Design</b> - make a London landmark</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users, based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.)</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p><b>Design</b> - Design and make a garden</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users, based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.)</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Food Fortnight - Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>



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<b>Year Two</b>	<p><b>Design</b> - Design, make and taste their own Indian Food (chapattis)</p> <ul style="list-style-type: none"><li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li></ul>		<p><b>Design</b> - Design and make a junk model animal.</p> <ul style="list-style-type: none"><li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><b>Evaluate</b></p>



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<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>		<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>•</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Food Fortnight - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand and apply their principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design</b> - Dinosaur footprints or fossils in clay or salt dough</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Design</b> Design and make a cardboard box dinosaur habitat.</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p>
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			<ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>
<b>Year Three</b>	<p><b>Design</b> - Make a Stoneage hut</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• 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.</li> </ul>	<p>Design an insulating outfit for cold weather</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,</li> </ul>	<p><b>Food Fortnight - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand and apply their principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p>Shadow Puppets</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>



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	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p>shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>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</li> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<b>Year Four</b>	<p><b>Design</b> -Make a Roman purse Design a musical instrument</p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for</li> </ul>	<p>Design and make a stir fry meal</p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul> <p>Design and a make a kite</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Food Fortnight - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply their principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>



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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

- 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.

### Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- 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.

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### Make

- 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

- 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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<b>Year Five</b>	<p><b>Design-</b> Rain instruments</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• <input type="checkbox"/> 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</li> </ul> <p><b>Evaluate</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><b>Design-</b> innovating Victorian inventions.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according</li> </ul>	<p><b>Cooking and Nutrition-</b> Greek cuisine</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>





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	<p><b>Design-</b> theatre architecture</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b> apply their understanding of computing to program, monitor and control their products.</p>	<p>to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul>	
<p><b>Year Six</b></p>	<p><b>Design:</b> Mayan temple</p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p><b>Cooking and nutrition:</b> WW2 Rationing recipes</p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>	<p><b>Food Fortnight - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply their principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>



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	<p><b>Cooking and nutrition :</b> Mayan/Mexico cooking</p> <ul style="list-style-type: none"><li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li></ul>		
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