	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	*Expressive Arts and Design* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.					
Year 1			*Food* Design and make a fruit Salads **NC:** use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. *Mechanisms* Levers and Sliders Design and make a moving picture **NC:** **Design:** 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 **Make:** select from and use a range of tools and equipment to perform practical tasks [for example, cutting,		*Structures* Design and make Playground equipment **NC:** **Design:** 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 **Make:** 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 **Evaluate:** investigate and analyse a range of existing products evaluate their ideas and	

			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 **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 understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		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 **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Year 2	*Textiles* Design and make an animal puppet **NC:** **Design:** design purposeful, functional, appealing products for themselves and other users based on design criteria		*Food* Design and make healthy fruit snacks **NC:** use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	*Mechanisms* Design and make a moving vehicle **NC:** **Design:** 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 **Make:** 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 **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 and understand how key events and individuals in design and technology have helped shape the world			generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make:** 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 **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 understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		
Year 3		*Structures*		*Textiles*	*Food*	

		Design and make a shell structure **NC:** **Design:** 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 **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		Design and make a cushion case **NC:** **Design:** 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 **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	Design and make a healthy kebab **NC:** 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.	

		consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures		consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.		
Year 4		*Mechanical Systems* Levers and Linkages **NC:** **Design:** 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 **Make:** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,		*Food* Design and make a healthy wrap **NC:** 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.		*Electrical Systems* Design and make a simple switch and circuit **NC:** **Design:** 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 **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 Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				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 Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** 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
Year 5			*Structures* Design and make a shell structure	*Food* Design and make food to celebrate culture and seasonality		*Electrical Systems*

			NC: **Design:** 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 **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	**NC:** 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.		Design and make a complex switch and circuit **NC:** **Design:** 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 **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

			Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures			consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** 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
Year 6			*Food* Design and make food to celebrate culture and seasonality **NC:** 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.	*Textiles* Design and make a phone cases **NC:** **Design:** 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		*Mechanical Systems* Pulleys or Gears Design and make a piece of fairground equipment **NC:** **Design:** 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

				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 Understand how key events and individuals in design and technology have helped shape the world.		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 Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]