



Year	Autumn	Spring	Summer
EYFS	Construction: Salt dough candle holders	Construction: Junk model vehicles	Food technology: Gingerbread character Textiles: Sock puppets to tell a story
1	Textiles - Design and make a puppet to tell a story.	Construction – Stable structures. Design and make a structure for small world characters.	Food Technology – Design and make an tropical fruit salad for a class picnic
2	Construction – Design and make a page for a book using levers and sliders.	Construction – Mechanisms. Design and make a vehicle with axles, wheels, and chassis that is strong and stable.	Food Technology – ‘Prepare to party - healthy eating’. Design and make various healthy, savoury foods for a class party
3	Construction – Mechanical systems. Design and make a mechanism using levers and linkages.	Construction – Design and make a structure which uses pneumatics to make an object move.	Food technology – ‘Bread from around the World’ Design and make a pizza for a class party. Shell structures using CAD - To use shell structures to create a suitable packaging for a pizza. ‘Crumble Quiz’ buzzer. Design a simple programme, to control a circuit.
4	Textiles –To design a 2D shape and use this template to create a 3D product out of fabric.	Food technology - ‘Lovely lunch’. Design and make various healthy, savoury foods for a family lunch.	Construction - Electrical systems. Design and make a structure to hold an electrical circuit.
5	Textiles - Design and make a pouch to hold an object.	Construction - Mechanical Structures. Construct a pop-up cam toy within a stable structure.	Food technology - Design and make a salad, which combines ingredients that compliment each other, creating a healthy and nutritious dish.
6	Construction - Electrical systems. Designing and creating a mechanism, which can be used to tidy up litter from a class party.		Food Technology - Street food (savory dishes) Design and make a range of savoury street food to sell Computer Aided Design: Design packaging for street food products. Electrical systems. Develop a monitor to check the temperature of the street food products.

Year Group Skills (mapped to NC)

Year 1 and 2

I can:

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

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Year 3, 4, 5 and 6

I can:

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

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- 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.

Cooking and Nutrition

- 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.