

**DESIGN AND TECHNOLOGY**  
**NEW CURRICULUM OVERVIEW: TERMLY COVERAGE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Healthy Eating</b>  <b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>To understand where food comes from</li> </ul>	<p><b>Fire in a box</b>  <b>Recreating the London skyline in a box.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To 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>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>	<p><b>Egyptians- Shaduf- Egyptian 'seesaw' to lift water. Using dowel and card.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To 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>To understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages.</li> </ul>	<p><b>STEM-</b>  <b>Design and make a stage, designing a stable structure, using appropriate materials.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To 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>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>Castles</b>  <b>To design and make a model castle, using appropriate materials, looking at structure and strength of previous designs.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, model and communicate their ideas through discussion, pattern pieces, cross-sectional and exploded diagrams</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 such as cutting, shaping, joining and finishing</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To understand how key events and individuals (in design and technology) have helped shape the world.</li> <li>To investigate and analyse a range of existing products</li> <li>To 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>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	

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<b>Autumn 2</b>	<p><b>Toy story</b>  <b>Researching toys, designing and making their own pop up toys; exploring and using mechanisms</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> <li>To 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>Explore and use mechanisms eg levers, sliders, wheels and axels in their products.</li> </ul>	<p><b>Healthy party planning- Making a healthy food buffet (sandwiches fruit kebabs etc)</b>  <b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> <p>To understand where food comes from</p>			<p><b>Trebuchets</b>  <b>To research previous examples of trebuchets and how they work, to design and make their own working trebuchet.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, pattern pieces, cross- sectional and exploded diagram</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To 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>To understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages.</li> </ul>	<p><b>STEAM- Making torches, periscopes and black out blinds.</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, pattern pieces, cross- sectional and exploded diagrams</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To understand how key events and individuals (in design and technology) have help shaped the world</li> <li>To 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>To understand and use electrical systems in their products eg series, circuits incorporating switches, bulbs, buzzers and motors.</li> </ul>
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<b>Spring 1</b>	<p><b>Once upon a time- Looking at structures, exploring how to make them stronger and building their own structures. Based on the 3 little pigs houses.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> <li>To 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> </ul> <p>Evaluate their ideas and products against</p> <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>	<p><b>Vehicles</b>  <b>Researching vehicles, designing and making their own car.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> <li>To 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> </ul> <p>Evaluate their ideas and products against</p> <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 eg levers, sliders, wheels and axels in their products.</li> </ul>	<p><b>Vikings</b>  <b>Making longboats from card</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Chocolate bars:</b>  <b>Researching previous products, designing their own chocolate bars and packaging.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use a variety of cooking techniques</li> </ul>	<p><b>Fairgrounds</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, pattern pieces, cross- sectional and exploded diagram</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To 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>To understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages.</li> </ul>	<p><b>Make stoneage houses/ towns/ tools</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
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<b>Spring 2</b>		<p><b>Material monsters- Using recycled materials to design and make monsters- looking at what materials are appropriate for the task.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To 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>	<p>Parachutes</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Commonwealth bake off</b></p> <p>To look at food from around the world and make an item food that is linked to their country of choice.</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use a variety of cooking techniques</li> </ul>	<p><b>Commonwealth bake off</b></p> <p>To look at food from around the world and make an item food that is linked to their country of choice.</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use a variety of cooking techniques</li> </ul>	<p><b>Commonwealth bake off</b></p> <p>To look at food from around the world and make an item food that is linked to their country of choice.</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>To use a variety of cooking techniques</li> </ul>
<b>Summer 1</b>	<p><b>Under the sea Design and make a fish tank</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> </ul>		<p>Bug hotels Natural materials</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, pattern pieces, cross- sectional and exploded diagram</li> </ul> <p><b>Make</b></p>		<p>Design and Make Teepees and Dream catchers</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To 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>To generate, model and communicate their ideas through discussion, pattern pieces, cross- sectional and exploded diagram</li> </ul> <p><b>Make</b></p>	

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	<ul style="list-style-type: none"> <li>To 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>Evaluate their ideas and products against design criteria</li> </ul>		<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To 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>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To 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>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	
<b>Summer 2</b>	<p><b>Design a vehicle</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</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>Plants and growing seeds</b> <b>Designing a seed packet, looking at what packaging is aesthetically pleasing.</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</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>Bug hotels</b> <b>To design and make a bug hotel that is fit for purpose and that is environmentally friendly.</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</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 such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and</li> </ul>	<p>Design and Make Teepees and Dream catchers continued.</p>	<p><b>Enterprise:</b> <b>Designing and creating their own product. To design their own product with computer aided design.</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To generate, model and communicate ideas using 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 accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including</li> </ul>

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				<p>components including construction materials and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li></ul>		<p>construction materials and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• To investigate and analyse a range of existing products</li><li>• To 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>• To apply their understanding of computing to program monitor and control their products</li></ul>
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