

	Autumn		Spring		Summer	
N	Ourselves	Celebrations	The World Around Us	Exploring Our Senses	Look and Learn Outside	Changes
	- Copy some aspects of whole body action - Make marks with a wide range of tools and grips	- Make marks with large tools using arms and shoulders - Make marks with a wide range of tools and grips - Shows interest in different textures - Uses glue and a variety of materials to experiment with collage body action rhymes	- Make marks with different size pens with a palmer grip - Use mark making tools to make enclosed shapes. - Understands that mixing colours results in a different colour and say what they see - Uses a range of mark making materials to create different effects - Enjoys using a range of implements to paint	- Using pincer movements to pick up small items or nip malleable materials. - Post and thread. - Join materials for a purpose. - Use mark making tools to make a range of enclosed shapes. - Begins to represent objects in their drawings, choosing appropriate colour and shape - Experiments with different materials when drawing and begins to describe the differences between materials	- Weave materials into frames. - Understands that different objects can be used to print paint onto paper - Makes accurate representations of things with a range of objects via printings - Edits and adds details to prints using a range of materials	- Use a tripod grip to make marks, including enclosed spaces. - Repeat the same mark making movement with control and ascribe meaning to marks. - Use mark making tools to make very simple representational drawings. - Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes. - Uses hands to manipulate the shape of clay and makes recognisable representations of everyday objects and subjects
R	All About Me	My World	Time Travellers	Green Fingers	Animal Kingdom	The World Around Us
	- Thread, peg and sew on cards - Cutting along lines - Use shape to create pictures, particularly with circles and triangles - Can use tearing, scissors and glue - Uses simple software to draw pictures, selecting a range of colours and tools to create effect	- Join and separate small construction kit components by clicking, twisting and pressing - Dig with trowels and hand forks - Use squashing techniques including rolling pins to achieve desired effects - Cut and turn along outlines	- Weave, thread and tie - Twist, wrap and weave with pressure and precision, narrating choices about colour and texture - Make considered choices to create mixed media or relief design in clay.	- Draw a single or a sequence of images from the imagination to illustrate a story. - Experiments with different techniques and materials when printing	- Join with tape and glue. - Use fine mark-making tools to create texture and pattern in clay. - Control printing tools to create a desired effect. - Print accurately with paint to achieve and effect and describe design choices. - Select reclaimed materials to collage representationally or with a design idea and explain choices.	- Use hand moulding and building techniques with malleable materials. - Use fine pincer mark-making clay tools with precision. - Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. - Shape and mould wet sand and clay with hand tools to create particular

					effects.
Y1	Templates and joining Hand Puppets	Freestanding Structures Enclosure for an animal	Preparing fruit and vegetables Fruit Salad		
	- Explore and evaluate a range of existing products in the context of exploring fabrics and puppets. - Select from and use a range of tools and equipment to perform practical tasks for example joining in the context of joining fabrics and materials. - 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. - Select from and use a range of tools and equipment to perform practical tasks for example cutting in the context of cutting around a template. - 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 ideas and products against design criteria.	- Use simple design criteria to help develop their ideas - Generate ideas by drawing on their own experiences - Plan by suggesting what to do next - Select from a range of tools and equipment, explaining their choices - Explore and evaluate a range of existing products. - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Measure, mark out, cut and shape materials and components - Assemble, join and combine materials and components. - Evaluate their ideas and products against design criteria.	- Know that fruit/vegetables are part of a healthy diet. - Have generated ideas by looking at relevant commercial products and discussing preferences within the class. - Use iPads to conduct their research. - Explore and evaluate a range of existing products. - Say what they like/disliked about the fruit - Understand where food comes from. - Explore and evaluate a range of existing products. - To say what they like/disliked about the fruit - To design a product with an audience in mind - To be able to choose at least 4 different fruits and Vegetables that they would like to put into a healthy snack & talk about their choice. - Make a written plan/diagram showing the sequence of making a healthy snack - Identify at least 2 of the tools required to make a healthy snack. - Know appropriate vocabulary related to fruit and vegetables and food preparation. - With help and supervision be able to use tools to prepare a healthy snack observing basic hygiene and safety rules. - Use the basic principles of a healthy and varied diet to prepare dishes - ay what they liked/disliked about their healthy snack - Sort and identify the fruit and vegetables that we found easier or more difficult to prepare. - Say how they would improve the fruit salad.		
Y2	Sliders and levers Moving and picture cards	Preparing fruit and vegetables Smoothies	Mechanisms - axels and wheel Car for a beanie toy		
	- Explore and evaluate a range of existing products in the context of exploring existing moving books. - Explore and use mechanisms (for example sliders), in their products in the context of using a slider to make a picture move. - Explore and use mechanisms (for example levers) in their products in the context of using a lever to make a picture move. - Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture. - Generate, develop, model and communicate their ideas through talking, drawing, templates and	- Know what I like and dislike about products - Make judgements about their products and ideas against design criteria - Explore and evaluate a range of existing products. - Know that all food comes from plants or animals - Know that food has to be farmed, grown elsewhere (e.g. home) or caught - Use simple design criteria to help develop their ideas - Select from a range of tools and equipment, explaining their choices follow procedures for safety and hygiene - Use a range of materials and components, - Cut materials and components	- Explore and evaluate a range of existing products in the context of exploring existing moving vehicles. - Explore and use mechanisms (axles), in their products in the context of using an axle to make wheels move. - Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving toy vehicle for a small teddy. - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving vehicle. - explore and use mechanisms (for example wheels and axles) in their products in the context of making a moving vehicle. - evaluate their ideas against design criteria in the		

	mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture - Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture - Evaluate their ideas against design criteria in the context of evaluating a moving picture	- Assemble, join and combine materials and components - Evaluate their ideas and products against design criteria.	context of evaluating a moving vehicle.
Y3	Shell structures and CAD Package for a small gift	Healthy and varied diet Pizza	Textiles 2D/3D shapes Money containers
	- Investigate and analyse a range of existing products. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - 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 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Understand how key events and individuals in design and technology have helped shape the world (CAD) - Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. - Evaluate my ideas and products against their own design criteria and consider the views of others to improve my work.	- Know that there is a wide variety of different pizzas which can be assembled from many different ingredients. - Investigate and evaluate food products using sensory vocabulary. - Know where pizzas originate from and how they became a worldwide food. - Know that foods can be sorted into 5 groups and that a healthy diet is based on a balance and variety of these foods in the proportions shown on the <i>Balance of Good Health</i> Model. - Know that different foods provide different amounts of energy. - Understand that different people have different food preferences. - Plan/design my pizza. - Know the different hygiene rules to be followed before any cooking starts. - Know where different ingredients should be stored to ensure food safety. - Know how to use equipment safely and accurately to prepare food. - Know that consideration has to be given to ingredient quantities and combinations to achieve the desired effect. - Evaluate my product against the design criteria	- 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 - Investigate and analyse a range of existing products. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Generate, develop, model and communicate ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design. - 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 their ideas and products against their own design criteria and consider the views of others to improve their work.
Y4	Mechanisms Hydraulic Heads	Healthy and varied diet Greek Salad and dips	Simple circuits and switches Torches
	- Investigate and analyse a range of existing products. - Select from and use a wider range of tools and equipment to perform practical tasks accurately. - Understand how key events and individuals in design and technology have helped shape the world - 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.	- To know that there is a wide variety of different salads which can be assembled from many different ingredients. - To know that many salads originate from different countries - To know that foods can be sorted into 5 groups and that a healthy diet is based on a balance and variety of these foods in the proportions shown on the <i>Balance of Good Health</i> Model. - To know that different foods provide different amounts of energy.	- Understand how key events and individuals in design and technology have helped shape the world in the context of looking at technological developments in the way we light our homes. - Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs) in the context of understanding how a series and parallel circuit can be used to light a bulb. - Use research and develop design criteria to inform the design of innovative, functional, appealing

	- Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. - Evaluate my ideas and products against their own design criteria and consider the views of others to improve my work.	- To investigate and evaluate food products using sensory vocabulary. - To use ICT for research purposes. - To understand that different people have different food preferences. - To plan/design my Greek salad and dip. - To know the different hygiene rules to be followed before any cooking starts. - To know where different ingredients should be stored to ensure food safety. - To know how to use equipment safely and accurately to prepare food. - To know that consideration has to be given to ingredient quantities and combinations to achieve the desired effect.	products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a torch. - Generate, develop, model and communicate their ideas through annotated sketches and cross sectional in the context of sketching a design for a torch. - 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 in the context of choosing materials and components to make the main structure of the torch.
Y5	Frame structures Shelters	Levers and linkages Creeping Creatures	Celebrating culture Bread
	- investigate and analyse a range of existing products. - understand how key events and individuals in design and technology have helped shape the world. - select from and use a wider range of tools and equipment to perform practical tasks accurately - generate, develop, model and communicate their ideas through discussion, exploration and prototypes. - understand how to strengthen, stiffen and reinforce more complex structures. - 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 my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - 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 according to their functional properties and aesthetic qualities. - to evaluate my ideas and products against their own design criteria and consider the views of others to improve my work.	- identify levers and linkages in the real world. - explain how a lever works. - explain how linkages create movement and how the direction can be changed. - create levers and linkages that move in different ways. - design a product which follows the brief but also takes into account the research they undertake. - create a product that includes a lever with linkages. - evaluate the effectiveness of the product by referring to the specification.	- find out about the importance of bread in the past. - identify the origins of a range of breads. - investigate and analyse a range of existing products. - 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 in the context of creating a design criteria for a new type of bread. - select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough. - generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product. - develop designs based on my design criteria and clearly communicate my final design. - select ingredients and kitchen equipment to help me follow a bread making recipe. - knead and bake.

Y6	More complex switches including programming Fairground	Celebrating Culture and seasonality Soup/pasta/stew	Textiles – Combining different shapes using CAD Phone case, tablet case, gift bag
	- investigate and analyse a range of existing products. - understand how key events and individuals in design and technology have helped shape the world. - explore how to control simple circuits to create more functional products. - 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 - 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. - apply my understanding of how to strengthen, stiffen and reinforce more complex structures. - understand and use mechanical systems in my product [for example, gears, pulleys, cams, levers and linkages]. - understand and use electrical systems in my product [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - apply my understanding of computing to program, monitor and control my products. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	- explore a real-life context for designing and making a soup. - Generate initial ideas based on children's prior knowledge. - research soups from other countries and cultures. - carry out sensory evaluations of a range of soups. - record their evaluations using a table or chart. - develop sensory vocabulary related to savoury soups. - know that climate and conditions affect when and where food is produced. - able to use a range of cooking techniques such as peeling, grating, chopping and slicing vegetables safely and hygienically. - able to follow a recipe for making soup. - create design criteria for their own soup. - use results of their research when developing design ideas. - plan what has to be done. - prepare and cook their own soup. - evaluate their soup against the design criteria.	- write a design criteria for a mobile phone case. - generate a range of design ideas and clearly communicate my final design. - make a paper template. - practise using different types of stitches and choose the best one to use on my final felt phone case. - organise ideas in a step by step plan. - Evaluate my product
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