	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
1	Healthy Snack Cooking and Nutrition		Sewn Bird Textiles		Simple mechanism that works Mechanisms	
2		Clay gargoyle structures	Junk models (dragon) structures	Chinese food cooking and nutrition	Fruit kebabs cooking and nutrition	
3	Making Fossils (ammonites) structures	**Making Photo frames** structures	Making Houses for Pepys Structures	**Woodside Mini Chef Sandwich snacks** cooking and nutrition	**Making our own Roman Sandals** textiles	
4	Boat pulleys Mechanisms	Clay sculptures structures	Healthy eating/ digestion cooking and nutrition	Gamelan puppets - linked to music and drama Textiles mechanisms	Wat Tyler – den building	Food prep cooking and nutrition
5		Woodwork – creating a Greek maze Structures mechanisms		Theatre in a box – trailblazer project Structures mechanisms	Cross stitch of their initial – 1950's textiles	Bread making – linked to 1970's Winter of Discontent. cooking and nutrition

	Create a healthy meal Cooking and Nutrition		Anderson Shelter structures		Victorian Living room model Textiles Structures Electrical systems	

Design Technology allows children to learn how to design, make and evaluate a product for a purpose. They use practical skills and build upon technical knowledge as they progress through the school. They also learn about cooking skills and nutrition, having the opportunity to prepare food.

Design Technology is taught cross-curricular, linking to Year group topics as well as Science, Maths and Art where possible.

Key Stage 1

When designing and making, pupils should be taught to:

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.

Key Stage 2

When designing and making, pupils should be taught to:

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.