



## Design Technology Curriculum overview

DT	Autumn	Spring	Summer
EYFS	<p style="text-align: center;"><b>Modelling Clay animals.</b></p> <p><b>Design : Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>To work together to develop and realise creative ideas.</li> <li>To think about and discuss what they want to make.</li> <li>Look at products to generate inspiration and conversation about art and artists.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Choose from range of materials for children to construct from.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Discuss problems and how they might be solved as they arise.</li> <li>Reflect with children on how they have achieved their aims.</li> </ul> <p><b>Technical knowledge</b> Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p style="text-align: center;"><b>Structures Rockets.</b></p> <p><b>Design : Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>To work together to develop and realise creative ideas.</li> <li>To think about and discuss what they want to make.</li> <li>Look at products to generate inspiration and conversation about art and artists.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Choose from range of materials for children to construct from.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Discuss problems and how they might be solved as they arise.</li> <li>Reflect with children on how they have achieved their aims.</li> </ul> <p><b>Technical knowledge</b> Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p style="text-align: center;"><b>Textiles Kites</b></p> <p><b>Design : Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>To work together to develop and realise creative ideas.</li> <li>To think about and discuss what they want to make.</li> <li>Look at products to generate inspiration and conversation about art and artists.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Choose from range of materials for children to construct from.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Discuss problems and how they might be solved as they arise.</li> <li>Reflect with children on how they have achieved their aims.</li> </ul> <p><b>Technical knowledge</b> Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>



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<p style="text-align: center;"><b>Year 1</b></p>	<p style="text-align: center;"><b>Structures/ Food technology</b> <b>Making Fruit rockets and a sandwich.</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes</p> <p>explore and evaluate a range of existing products</p>	<p style="text-align: center;"><b>Textiles</b> <b>Making clothes for Inuit people</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 design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials and textiles.</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. Explore and use mechanisms zips and fasteners.</li> </ul>	<p style="text-align: center;"><b>Mechanisms</b> <b>Making a toy puppet</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 design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials and textiles.</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. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p style="text-align: center;"><b>Year 2</b></p>	<p style="text-align: center;"><b>Mechanisms</b> <b>Making a moving vehicle</b></p>	<p style="text-align: center;"><b>Building Structures</b> <b>Homes from around the world</b></p>	<p style="text-align: center;"><b>Food</b> <b>Preparing fruit and vegetables</b></p>



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	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials and textiles.</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>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</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 design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials and textiles.</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>	<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>
<b>Year 3</b>	<p><b>Levers and Mechanisms</b> <b>Pop-up book</b></p> <p><b>Design</b></p>	<p><b>Food</b> <b>Design a home-grown meal.</b></p> <ul style="list-style-type: none"> <li>understand seasonality, and know where</li> </ul>	<p><b>Structures</b> <b>Mazes</b></p> <p><b>Design</b></p>



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	<ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<p>and how a variety of ingredients are grown, reared, caught and processed.</p> <ul style="list-style-type: none"> <li>• shape the world. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• views of others to improve their work understand and apply the principles of a healthy and varied diet</li> </ul>	<ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p>
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	<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul> <p>Apply understanding of how to fasten materials together</p>		<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Apply understanding of how to fasten materials together.</li> </ul>
<b>Year 4</b>	<p style="text-align: center;"><b>Food</b> <b>Seasonal vegetables and herbs – Soup.</b></p> <ul style="list-style-type: none"> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. shape the world.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques views of others to improve their work understand and apply the principles of a healthy and varied diet</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p style="text-align: center;"><b>Textiles</b> <b>Pencil Cases</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including</li> </ul>	<p style="text-align: center;"><b>Electrical circuits – Light boxes</b> <b>Design an illuminated product to advertise</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>



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		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand how to attach materials, i.e. zips, sewing, glue</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>
<b>Year 5</b>	<p><b>Structures Shelters</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</li> </ul>	<p><b>Mechanical systems- Design a swing bridge</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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>Generate, develop, model and communicate their ideas through</li> </ul>	<p><b>Food Technology Foods from Africa</b></p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking</p> <p>views of others to improve their work</p>





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	<p>diagrams, prototypes, pattern pieces and computer-aided design.</p> <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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• Understand and use electrical systems in their products [for example, series circuits</li> </ul>	<p>understand and apply the principles of a healthy and varied diet</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
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		<p>incorporating switches, bulbs, buzzers and motors].</p> <ul style="list-style-type: none"> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul>	
<b>Year 6</b>	<p><b>Food Technology</b> <b>Design a savoury balanced meal</b></p> <ul style="list-style-type: none"> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• review their work and of others to improve their work understand and apply the principles of a healthy and varied diet</li> <li>• evaluate their ideas and products against their own design criteria and consider the</li> <li>• views of others to improve their work</li> </ul>	<p><b>Textiles</b> <b>Design a phone case</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>	<p><b>Electrical systems</b> <b>Design a motor for continuous movement.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 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 [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including</li> </ul>





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		<p>properties and aesthetic qualities.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>construction materials, textures, ingredients, according to their own design criteria and consider the views of others to improve their work.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul> 
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