Terms 1/2		A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Media Focus	Structures and Textiles	Food Technology	Structures	Textiles	Food Technology	Structures	Food Technology
Design and Make Task		Fruit/vegetables	Create a building	2D shape to 3D product	Seasonal foods	Shelters	
Design and Make		Generate, develop,	Generate, develop,	Use research and	Generate, develop,	Generate, develop,	Select from and use a
		model and communicate	model and communicate	develop design criteria to	model and communicate	model and communicate	wider range of materials
		their ideas through	their ideas through	inform the design of	their ideas through	their ideas through	and components
		talking, drawing,	talking, drawing,	innovative, functional,	discussion, annotated	discussion, annotated	including construction
		templates, mock ups and,	templates, mock ups and,	appealing products that	sketches, cross sectional	sketches, cross sectional	materials, textiles and
		where appropriate, ICT	where appropriate, ICT	are fit for purpose, aimed	and exploded diagrams,	and exploded diagrams,	ingredients, according to
		Draw pictures to show my	State what the product	at particular individuals	prototypes, pattern	prototypes, pattern	their functional
		design	they are designing and making is	or groups Consider what would	pieces and computer aided design	pieces and computer aided design	properties and aesthetic qualities
		Talk about my design		make a product appealing	Create annotated	Create prototypes using	
			Say who the user of the	to an audience	sketches of their designs	card to investigate	Produce procedures for
		Select from and use a	product is			structures and	safety and hygiene
		wide range of materials		Design a product that fits	Make design decisions	strengthening of products	
		and components	Select from and use a	the given criteria	taking in to account the		Select from a range of
		Combine different	range of tools and		availability of products	Sketch a design to share	ingredients for both their
		ingredients to make a	equipment to perform	Generate, develop,		with others	flavour and aesthetic
		product	practical tasks	model and communicate	Generate realistic ideas,		properties
			Use scissors safely	their ideas through	focusing on the needs of	Select from and use a	
		Select from and use a		discussion, annotated	the user	wider range of materials	Plan the stages of
		range of tools and	Join materials in different	sketches, cross sectional	Color Comment	and components	production considering
		equipment to perform	ways	and exploded diagrams,	Select from and use a	including construction	time constraints and
		practical tasks	Salast from and use a	prototypes, pattern	wider range of tools and	materials, textiles	available resources
		Use cooking equipment	Select from and use a	pieces and computer	equipment to perform practical tasks accurately	according to their	
		appropriate to the task	wide range of materials and components	aided design Communicate my ideas	practical tasks accurately	functional properties and aesthetic qualities	
			Measure my components	through labelled drawings	Use scales to weigh	Measure, mark out and	
			ivieasure my components	till ough labelled drawings	ingredients	cut materials with	
				Create a pattern	ingredients	increasing accuracy	
					Chose which technique	,	
				Select from and use a	and equipment I require	Assemble join and	
				wider range of materials		combine material with	
				and components		increasing accuracy	
				including textiles,			
				according to their		Apply finishing	
				functional properties and		techniques, including	
				aesthetic qualities		those from art and design	
				Consider which materials		accuracy	
				would be best			
				Use appropriate fixings			
				for joining textiles			
				including gluing and			
				stitching			

Evaluate	Evaluate their ideas and products against the design criteria Talk about their design linking to design criteria statements Make simple judgements about their product	Explore and evaluate a range of existing products Explain what the product is made from and how it works Give reasons why a product is make in a particular way or has particular features	Investigate and analyse a range of existing products Explain who made a product, where and how they were made Explain whether products can be recycled or reused Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Refer to the design criteria when evaluating	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Refer to the design criteria when evaluating Identify strengths and areas of development in their own product Understand how key events and individuals in design and technology have helped shape the world Research chefs and how their food influences cooking trends	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Critically evaluate their product for quality and fitness for purpose including functionality and aesthetics	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Critically evaluate their product for quality and fitness for purpose including taste and look of the product
Technical Knowledge/ Cooking and nutrition	Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes Know and use some basic hygiene strategies Name and sort into the 5 food groups Know that people should eat 5 portions of fruits and veg a day Understand where food comes from Know all food comes from plants or animals Know food has to be farm, grown or caught	Build structures, exploring how they can be made stronger, stiffer and more stable Show how a free standing product can be made more stable Know some materials that can make a resources stronger or stiffer	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Consider how stitching and line fabrics can improve their structure Understand that a 2D pattern can be used to make a 3D product	Cooking and nutrition Understand and apply the principles of a healthy and varied diet Know energy comes from the food we eat Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Follow safety and hygiene procedures Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed Know what 'in season' refers to Identify foods that are 'in season'	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand that mixing materials can change the materials characteristics Understand that materials can have functional and aesthetic properties Know how to reinforce and strengthen 3D frameworks	Cooking and nutrition Understand and apply the principles of a healthy and varied diet Know a healthy diet is made up of a variety and balance of different food and drink Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Know how to prepare food safely and hygienically Understand how to use a heat source appropriately Know that a recipe can be adapted by adding or substituting one or more ingredients Understand seasonality and know where and how a variety of

					Understand that 'in season' refers to crops and animals Understand what it means for food to be grown, reared and caught		ingredients are grown, reared, caught and processed Understand that different food and drink contain different substances- nutrients, water and fibre- that are required for health
			Key co	oncepts			
Creativity and Imagination Problem solving Innovation	Show imagination in their responses Know and understand the word problem and what happens when we encounter one Make a simple change to an existing product	Respond creatively and imaginatively to a simple design brief or problem Make a simple change to an existing product, with reasoning	Consider the problem to solve and generate a solution Understand the meaning of 'innovation' within design and technology and show this in their designs	Demonstrate some originality when designing and making Evaluate existing products and make changes to improve their functionality; purpose or look	Demonstrate originality that considers creative solutions when designing and making Evaluate existing products and make changes to improve their functionality; purpose or look, giving reasons for the changes	Explore how to take creative risks when responding imaginatively to a design brief or problem Understand how innovation is an important part of the process of designing and making products Make changes and developments to products that they design	Show how to take creative risks when responding imaginatively to a design brief or problem Investigate possible problems to solve, selecting which to focus on. Make changes and improvements throughout their process

Terms 3/ 4		Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the
							final frontier
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Media Focus	Food	Mechanisms	Mechanisms	Food Technology	Electrical systems	Mechanical Systems	Structures and Electrical Systems
Design and Make Task		Paper mechanisms	Wheels and axles	Sandwiches (savoury)	Circuits and switches (light)	Cam Toys	Motorised vehicle
Design and Make		Design purposeful,	Design purposeful,	Generate, develop, model and communicate their	Use research and develop	Generate, develop,	Use research and develop
		functional, appealing products for themselves	functional, appealing products for themselves		design criteria to inform the design of innovative,	model and communicate their	design criteria to inform the design of innovative,
		and other users based	and other users based	ideas through discussion, annotated sketches, cross	functional, appealing	ideas through	functional, appealing
		on design criteria	on design criteria	sectional and exploded	products that are fit for	discussion, annotated	products that are fit for
		Work confidently within	Work confidently within	diagrams, prototypes,	purpose, aimed at	sketches, cross	purpose, aimed at
		a range of contexts	a range of contexts	pattern pieces and	particular individuals or	sectional and	particular individuals or
		a range of contexts	a range of contexts	computer aided design	-	exploded diagrams,	1 *
		State what product they	State what product they	Create drawings of my	groups Gather then needs of the	prototypes, pattern	groups Consider several reasons
		are designing and making	are designing and making		intended user	pieces and computer	that would make a product
		are designing and making	are designing and making	design	intended user	aided design	appealing to an specified
		Select from and use a	Explain the intended user	Use research and develop	Generate their own design	Create annotated	audience
		range of tools and	'	design criteria to inform the	criteria	sketches and	
		equipment to perform	Generate, develop,	design of innovative,		prototypes of their	Produce a design
		practical tasks	model and communicate	functional, appealing	Consider a reason that	designs	specification for a product
		Use scissors and hold	their ideas through	products that are fit for	would make a product		based on the target
		punches safely, with	talking, drawing,	purpose, aimed at	appealing to an specified	Make design decisions	audience and functionality
		support	templates, mock ups	particular individuals or	audience	taking in to account	
			and, where appropriate,	groups		the availability of	Design products that fit
			ICT	Consider what would make	Generate, develop, model	products, time	their own design
		Select from and use a	Use their own	a product visually and	and communicate their	constraints and cost	specification
		wide range of materials	experiences to create	flavour appealing to an	ideas through discussion,		
		and components	design drawings	audience	annotated sketches, cross	Generate realistic	Generate, develop, model
					sectional and exploded	ideas, focusing on the	and communicate their
		Identify which material	Use what they know	Design a product that fits	diagrams, prototypes,	needs of the user	ideas through discussion,
		would work best for each	about existing products	the criteria	pattern pieces and		annotated sketches, cross
		aspect of their design	to help them come up		computer aided design	Select from and use a	sectional and exploded
		from a choice of two	with ideas	Select from and use a wider	Create exploded diagrams	wider range of tools	diagrams, prototypes,
				range of materials and	of the product	and equipment to	pattern pieces and
			Select from and use a	components including		perform practical tasks	computer aided design
			range of tools and	construction materials,	Share ideas through	accurately	Produce an exploded
			equipment to perform	textiles and ingredients,	discussion	Measure, mark out and	diagram of their design
			practical tasks	according to their		cut materials	
			Use cutting equipment	functional properties and			Draw an accurate circuit
			appropriate for the	aesthetic qualities		Assemble, join and	diagram for the electrical
			material being cut			combine material	component of their
				Follow procedures for safety		considering their	product
				and hygiene		functional properties	
				Select from a range of		and aesthetic qualities	
				ingredients		Create a step by step	
				Plan the stages of		guide to the making	
						1	
				production, appropriately	1	process	

Evaluate	Explore and evaluate a	Evaluate their ideas and	Investigate and analyse a	Investigate and analyse a	Evaluate their ideas	Investigate and analyse a
Lvaluate	range of existing	products against the	range of existing products	range of existing products	and products against	range of existing products
	products	design criteria	Explain how something is	Investigate how well the	their own design	Look at the functionality of
	Explain who the product	Talk about their design	made	products have been made	criteria and consider	existing products,
	is for and why it has been	_	Illade	products have been made	the views of others to	identifying key features to
	made	vocabulary	Discuss why the ingredients	Describe how the products	improve their work	use in their own designs
	made	Vocabulary	have been chosen	meet user needs and wants	'	use in their own designs
	Describe how the	Naka simula iudaamanta	nave been chosen	meet user needs and wants	Refer to the design	Defeate the design
	Describe how the	Make simple judgements	Canaiday tha tasta and tha	Fralmata thair ideas and	criteria when	Refer to the design
	product works	about their product	Consider the taste and the	Evaluate their ideas and	evaluating	specification when
		against the design	look of foods	products against their own	Identification	evaluating
		criteria		design criteria and consider	Identify several	Hada at a disa di
			Understand how key events	the views of others to	strengths and areas of	Understand how key
			and individuals in design	improve their work	development in their	events and individuals in
			and technology have	Refer to the design criteria	own product	design and technology
			helped shape the world	when evaluating		have helped shape the
			Research a key		Consider how	world
			manufacturing process and	Understand how key events	sustainable the	Research a key designer,
			how it has changed over	and individuals in design	materials in the	inventor or engineer who
			time (eg. Process of baking	and technology have	product are	helped develop a product
			bread)	helped shape the world		that is ground breaking and
				Research a key figure		consider their impact on a
				related to their product		significant event in history
				considering their		(eg. moon landing/ Mars
				contribution to design and		expeditions)
				technology		
Technical Knowledge/	Explore and use	Explore and use	Cooking and nutrition	Understand and use	Understand and use	Apply their understanding
Cooking and nutrition	mechanisms in their	mechanisms in their	Understand and apply the	electrical systems in their	mechanical systems in	of how to strengthen,
	products	products	principles of a healthy and	products (eg. series circuits	their products (eg.	stiffen and reinforce more
	Explain how a basic lever	Know that a wheel and	varied diet	incorporating switches,	Gears, pulleys, cams,	complex structures
	and slider work	axle is a mechanism	Know a healthy diet is made	bulbs, buzzers and motors)	levers and linkages)	Understand how to
			up of a variety and balance		Use mathematics and	strengthen a 3D framework
		Explain how the	of different food and drink	Explain how simple circuits	scientific	
		mechanism works		and components can be	understanding to	Understand and use
			Prepare and cook a variety	used to create functional	support making their	electrical systems in their
		Know that something has	of predominantly savoury	products	product	products (eg. Series
		to happen to create	dishes using a range of			circuits incorporating
		movement	cooking techniques	Explain how a switch can be	Know that a	switches, bulbs, buzzers
			Know how to prepare food	made	mechanism has an	and motors)
		Create a working wheels	hygienically		input, process and	Explain how more complex
		and axle mechanism			output	electrical circuits and
			Understand how to cut, mix,			components can be used to
			knead, spread and bake,		Know that mechanical	create functional products
			safely		systems such cams or	
			safely		systems such cams or pulleys or gears create	Explain how electrical
			safely Understand seasonality and		'	Explain how electrical circuits can be used with
			,		pulleys or gears create	-
			Understand seasonality and		pulleys or gears create	circuits can be used with
			Understand seasonality and know where and how a		pulleys or gears create movement	circuits can be used with mechanisms to make

				Know that ingredients can be fresh, pre-cooked and processed		program, monitor and control their products Show how to program a computer to monitor changes in the environment and control their products	
				y concepts			
Creativity and Imagination Problem solving Innovation	Show imagination in their responses Know and understand the word problem and what happens when we encounter one Make a simple change to an existing product	Respond creatively and imaginatively to a simple design brief or problem Make a simple change to an existing product, with reasoning	Respond creatively and imaginatively to a simple design brief or problem, considering reasons for their design Consider the problem to solve and generate a solution	Demonstrate some originality when designing and making Evaluate existing products and make changes to improve their functionality; purpose or look	Consider the problem to solve and generate more than one solution, explain why one is better than the other Evaluate existing products and make changes to improve their functionality; purpose or look, giving reasons for the changes	Explore how to take creative risks when responding imaginatively to a design brief or problem Understand how innovation is an important part of the process of designing and making products Make changes and developments to products that they design	Show how to take creative risks when responding imaginatively to a design brief or problem Investigate possible problems to solve, selecting which to focus on. Display innovation as an important part of their designing and making process.

Terms 5/6		Who's the King of the Castle?	War and Peace	Postcards from the Seaside	Tudor Rose	Brilliant Building and Lovely Landscapes	It's a Smugglers Life for me
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Media Focus		Textiles	Food Technology	Mechanical Systems	Structures	Food Technology	Textiles
Design and Make Task		Puppets	Pizza (other savoury cooked item)	Pneumatics	Shell structures (packaging)	British Food	Practical textiles (bag)
Design and Make		Design purposeful, functional, appealing products for themselves and other users based on design criteria State what the product they are designing and making is Describe what their product is for Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT Use their knowledge of an existing product to come up with their ideas Create a drawing of their product. Labelling the drawing appropriately Select from and use a range of tools and equipment to perform practical tasks Create a stitch on binca Use a blunt needle	Design purposeful, functional, appealing products for themselves and other users based on design criteria My design drawing shows my product and the ingredients Identify the user Select from and use a wide range of materials and components Combine different ingredients to make a savoury product Select from and use a range of tools and equipment to perform practical tasks Select from a choice of two things the cooking equipment appropriate to the task	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Create exploded diagrams of their designs Select from and use a wider range of tools and equipment to perform practical tasks accurately Measure, mark out and cut materials with increasing accuracy Assemble join and combine material with increasing accuracy	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Create prototypes using card to investigate structures and strengthening of products Sketch a design to share with others 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 Measure, mark out and cut materials with increasing accuracy Assemble join and combine material with increasing accuracy Apply finishing techniques, including those from art and design with increasing accuracy	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 Follow and adapt procedures for safety and hygiene Select from a range of ingredients for their flavour Plan the stages of production considering available resources	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Show my design to others through drawing and labelling Select from and use a wider range of tools and equipment to perform practical tasks accurately Use stitching, cutting, fixing and finishing appropriate for the materials they are using Finish products to a high standard 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 Consider which materials would be best to create their design considering both aesthetic properties and functionality

Evaluate	Evaluate their ideas and products against the design criteria Talk about their design Make simple judgements about their product	Explore and evaluate a range of existing products Explain what they like and dislike about the product Make changes to a product to improve it	Investigate and analyse a range of existing products Explain who made a product, where and how they were made Consider how well the product is made and why materials have been selected Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Refer to the design criteria when evaluating Identify one strength and one area of development in their own product	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Refer to the design criteria when evaluating Identify strengths and areas of development in their own product	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Critically evaluate their product for quality and fitness for purpose including taste of the product Understand how key events and individuals in design and technology have helped shape the world Research a key chef/s who helped develop a recipes/ food types that were ground breaking in their field	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Collect the views of other on their product Record their own views of their product against the design specification Consider what they would change if they were approaching the design brief again
Technical Knowledge		Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes Know and use some basic hygiene strategies Name and sort into the 5 food groups Know that people should eat 5 portions of fruits and veg a day Understand where food comes from Know all food comes from plants or animals Know food has to be farm, grown or caught	Understand and use mechanical systems in their products (eg. Gears, pulleys, cams, levers and linkages) Use mathematics to support making their product Know that a mechanism has an input, process and output Know that mechanical systems such as lever and linkages or pneumatic systems create movement	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand that mixing materials can change the materials characteristics Understand that materials can have functional and aesthetic properties Know how to make strong stiff frames	Cooking and nutrition Understand and apply the principles of a healthy and varied diet Understand that different foods contain different substances- nutrients, water and fibre- that are needed for health Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Know how to prepare food hygienically and safely when using a heat source Know recipes can be adapted to change the appearance, taste, texture and aroma	

						Understand seasonality and know where and how a variety of ingredients ae grown, reared, caught and processed Understand that the seasons affect the food available Know how food is processed into ingredients that can be eaten Know that a recipe can be adapted by adding or substituting one or more ingredients	
			Key	y Concepts			
Creativity and Imagination Problem solving Innovation	Show imagination in their responses Know and understand the word problem and what happens when we encounter one Make a simple change to an existing product	Respond creatively and imaginatively to a simple design brief or problem Understand that there is a problem to be solved	Respond creatively and imaginatively to a simple design brief or problem, considering reasons for their design Understand the meaning of 'innovation' within design and technology and show this in their designs	Demonstrate some originality when designing and making Evaluate existing products and make changes to improve their functionality; purpose or look	Demonstrate originality that considers creative solutions when designing and making Consider the problem to solve and generate more than one solution, explain why one is better than the other	Explore how to take creative risks when responding imaginatively to a design brief or problem Investigate possible problems to solve and generate more than one solution, explain why one is better than the other	Investigate possible problems to solve, selecting which to focus on. Display innovation as an important part of their designing and making process. Make changes and improvements throughout their process