



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Continuous Provision Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures	Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas	Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures	Continuous Provision Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures	Continuous Provision Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures	Continuous Provision Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures
Reception	Junk Modelling Build models using construction equipment.	Stick Man Teach children different techniques for joining materials, such as how to use	Continuous Provision Build models using construction equipment. Teach children different techniques	Continuous Provision Build models using construction equipment. Teach children different techniques	Junk modelling, houses, bridges boats and transport. Provide children with a range of materials	Clay Provide children with a range of materials for children to construct with.





		a alla a alta a de a a a a a a a	fautable colored	fautable	for abildness to	
		adhesive tape and	for joining materials,	for joining materials,	for children to	
		different sorts of glue	such as how to use	such as how to use	construct with.	
			adhesive tape and	adhesive tape and	Create	
			different sorts of glue	different sorts of glue	collaboratively:	
			Provide children with	Provide children with	making 3d ladybird	
			a range of materials	a range of materials	shells: papier mache:	
			for children to	for children to	working in pairs	
			construct with.	construct with.	To use various	
			Create	Create	construction	
			collaboratively:	collaboratively:	materials.	
			making 3d ladybird	making 3d ladybird	materials.	
			,			
			shells: papier mache:	shells: papier mache:		
			working in pairs	working in pairs		
			To use various	To use various		
			construction	construction		
			materials.	materials.		
		Structures:		Textiles: Puppets		Cooking and nutrition:
		constructing a windmill		Design purposeful,		Fruit and vegetables.
		Design purposeful,		functional, appealing		Generate, develop,
		functional, appealing		products for themselves		model and
		products for themselves		and other users based		communicate their
		and other users based		on design criteria.		ideas through talking,
		on design criteria.		Generate, develop,		drawing, templates,
		Generate, develop,		model and		mock- ups and, where
Year 1		model and		communicate their		appropriate,
1 00.1 =		communicate their		ideas through talking,		information and
		ideas through talking,		drawing, templates,		communication
		drawing, templates,		mock- ups and, where		technology.
		mock- ups and, where		appropriate,		Select from and use a
		appropriate,		information and		range of tools and
		information and		communication		equipment to perform
		communication		technology.		practical tasks [for
		technology.		Select from and use a		example, cutting,
				range of tools and		





	Select from and use a	equipment to perform	shaping, joining and	
	range of tools and	practical tasks [for	finishing].	
	equipment to perform	example, cutting,	Select from and use a	Э
	practical tasks [for	shaping, joining and	wide range of materi	als
	example, cutting,	finishing].	and components,	
	shaping, joining and	Select from and use a	including constructio	n
	finishing].	wide range of materials	materials, textiles an	d
	Select from and use a	and components,	ingredients, accordin	g
	wide range of materials	including construction	to their characteristic	cs.
	and components,	materials, textiles and	Evaluate their ideas a	and
	including construction	ingredients, according	products against des	ign
	materials, textiles and	to their characteristics.	criteria	
	ingredients, according	Evaluate their ideas and		
	to their characteristics.	products against design		
	Explore and evaluate a	criteria		
	range of existing			
	products			
	Evaluate their ideas and			
	products against design			
	criteria			
	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.			
	Structures:	Mechanisms:	Mechanisms:	
	Baby Bears Chair	Fairground Wheel	Making a Moving	
	Design purposeful,	Design purposeful,	Monster	
	functional, appealing	functional, appealing	Design purposeful,	
Year 2	products for themselves	products for themselves	functional, appealing	
	and other users based	and other users based	products for themsel	
	on design criteria.	on design criteria.	and other users base	d
	Generate, develop,	Generate, develop,	on design criteria.	
	model and	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, 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 their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.

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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, 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. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.





Cooking and nutrition:
Eating seasonally
Understand and apply

principles of a healthy and varied diet.
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Year 3

# Digital world: Wearable technology.

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, crosssectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. 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. Understand how key events and individuals in design and technology have helped shape the world.

Apply their understanding of computing to program, monitor and control their products.

# Structures: Constructing a castle. 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, crosssectional 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 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. Apply their understanding

of how to strengthen,





				stiffen and reinforce more	
				complex structures.	
				·	
	Structures:		Mechanical systems:		Electrical systems:
	Pavillions		Making a slingshot car		Torches
	Use research and o	levelon	Use research and develop		Use research and develop
	design criteria to in		design criteria to inform		design criteria to inform
	the design of innov		the design of innovative,		the design of innovative,
	functional, appeali		functional, appealing		functional, appealing
	products that are f		products that are fit for		products that are fit for
	purpose, aimed at		purpose, aimed at		purpose, aimed at
	particular individua	als or	particular individuals or		particular individuals or
	groups.		groups.		groups.
	Generate, develop	. model	Generate, develop, model		Generate, develop, model
	and communicate		and communicate their		and communicate their
	ideas through disci		ideas through discussion,		ideas through discussion,
	annotated sketche		annotated sketches, cross-		annotated sketches, cross-
	sectional and explo		sectional and exploded		sectional and exploded
	diagrams, prototyp		diagrams, prototypes,		diagrams, prototypes,
	pattern pieces and		pattern pieces and		pattern pieces and
	computeraided des		computeraided design.		computeraided design.
Year 4	Select from and us		Select from and use a		Select from and use a
.ca	wider range of too		wider range of tools and		wider range of tools and
	equipment to perfo		equipment to perform		equipment to perform
	practical tasks [for		practical tasks [for		practical tasks [for
	example, cutting, s	haping.	example, cutting, shaping,		example, cutting, shaping,
	joining and finishin		joining and finishing],		joining and finishing],
	accurately.		accurately.		accurately.
	Select from and us	e a	Select from and use a		Select from and use a
	wide range of mate		wide range of materials		wide range of materials
	and components,		and components,		and components,
	including construct	cion	including construction		including construction
	materials, textiles		materials, textiles and		materials, textiles and
	ingredients, accord	ling to	ingredients, according to		ingredients, according to
	their characteristic		their characteristics.		their characteristics.
	Investigate and and	alyse a	Investigate and analyse a		Investigate and analyse a
	range of existing p		range of existing products.		range of existing products.
	Evaluate their idea		Evaluate their ideas and		Evaluate their ideas and
	products against th	neir	products against their		products against their
	own design criteria	and	own design criteria and		own design criteria and





	consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Mahanialautama	consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].		consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
Electrical systems:  Doodlers  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.  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  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.		Mechanical systems: Making a pop-up book 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.		Cooking and nutrition: What could be healthier? 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.	





Apply their understanding Select from and use a Investigate and analyse a	
of how to strengthen, wider range of materials range of existing products.	
stiffen and reinforce more and components, Investigate and analyse a	
complex structures. including construction range of existing products.	
electrical systems in their ingredients, according to products against their	
products [for example, with their functional properties own design criteria and own design criteria an	
series circuits and aesthetic qualities. consider the views of	
incorporating switches, Investigate and analyse a others to improve their	
bulbs, buzzers and range of existing products. work.	
motors]. Investigate and analyse a Understand how key	
range of existing products. events and individuals in	
Evaluate their ideas and design and technology	
products against their have helped shape the	
own design criteria and world.	
consider the views of Apply their understanding	
others to improve their of computing to program,	
work. monitor and control their	
Understand and use products	
mechanical systems in Understand and apply	
their products [for principles of a healthy and	
example, gears, pulleys, varied diet.	
cams, levers and linkages].  Prepare and cook variety	
of predominantly savoury	
dishes using a range of	
cooking techniques	
Understand seasonality,	
and know where and how	
a variety of ingredients	
are grown, reared, caught	
and processed.	
and processed.	
Textiles: Structures: Digital V	World:
Waistcoats Playgrounds Navigat	ing the world
Use research and develop Use research and develop Use research and develop Use research and develop	earch and develop
design criteria to inform design criteria to inform design criteria to inform design criteria to inform	criteria to inform
Year 6 the design of innovative, the design of innovative, the design of innovative,	gn of innovative,
	nal, appealing
	s that are fit for
	e, aimed at





particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional 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 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.

groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional 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 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

particular individuals or

particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of computing to program, monitor and control their products.