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| AUTUMN | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Mechanisms Sliders and levers | Mechanisms Wheels and axles | Mechanical Systems Levers and linkages  Den Building | Food Healthy and varied diet (including cooking and nutrition requirements for KS2) | CAM TOYS – Sports person performing an action, using a rotating or up and down motion. | Mechanical systems Pulleys, gears or cams  Spring |

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| SPRING | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Structures Freestanding structures | Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) | Food Healthy and varied diet (including cooking and nutrition requirements for KS2) | Electrical Systems Simple circuits and switches (including programming and control) | 3D Junk modelling – Making a Mars Rover | Electrical Systems Using more complex switches and circuits (include programming, control and monitoring) |
| SUMMER | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) | Textiles Templates and joining techniques | Textiles 2-D shape to 3-D product | Structures Shell structures (including computer aided design) *E.g. gift boxes/containers; desk tidy; disposable/recyclable lunchboxes; packaging;*  *cool boxes; party boxes; keep safe boxes; mystery boxes* | 3D clay sculpture of Animals. | Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) |

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| DESIGN | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | 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. | 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. | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. |

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| MAKE | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | 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 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. | 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. |

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| EVALUATE | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore and evaluate a range of existing products. | Evaluate their ideas and products against design criteria. | Investigate and analyse a range of existing products. | Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria. | 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 to shape the world. |

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| TECHNICAL KNOWLEDGE | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | 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 mechanical systems in their designs [pulley’s, Cams, axels, struts, supports, structures.]. | Apply their understanding of computing to program, monitor and control their products. |

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| FOOD TECH | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | 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 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. | 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. |