



Year Group	Autumn	Spring	Summer
Nursery	Topic: Autumn/Ourselves/Bonfire Night/Diwali/Celebrations/Advent/Christmas	Topic: Winter Weather/Antarctica/Jack Frost, Gruffalo's Child Stories/Valentine's Day/ Chinese New Year/Spring/ New Life/Easter	Topic – Summer Weather/Holidays/Growing/ Animals
	Personal, Social and Emotional Development - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Physical Development - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. Understanding the World - Explore how things work Expressive Arts and Design	Personal, Social and Emotional Development - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Physical Development - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. Understanding the World - Explore how things work. Expressive Arts and Design - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Personal, Social and Emotional Development - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Physical Development - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. Understanding the World - Explore how things work Expressive Arts and Design

	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order 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. • Create closed shapes with continuous lines and begin to use these shapes to represent objects.	• Explore different materials freely, in order 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. • Create closed shapes with continuous lines and begin to use these shapes to represent objects.	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order 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. • Create closed shapes with continuous lines and begin to use these shapes to represent objects.
	Trip/Hook/Visitor/ Ideas: Nature walk, video clips of fireworks, Diwali celebrations and stories, Christmas stories,	Trip/Hook/Visitor/ Ideas: Nature walk, Gruffalo's Child stories, Valentines Day Cards, video clips of Chinese New Year celebrations, The Easter Story	Trip/Hook/Visitor/ Ideas: Nature walk, video clips of weather, trip to local farm/safari park/zoo. Egg-Chick incubation in school Trip to the beach, brochures of holiday destinations
Reception	Topic - Seasons/Autumn/Bonfire Night/Celebrations	Topic -Seasons /Chinese New Year/Growing and Changing	Topic - Weather/Holidays/Transport
	Physical Development • Progress towards a more fluent style of moving with developing control and grace. • Develop their small motor skills so that they can use a range of	Physical Development • Progress towards a more fluent style of moving with developing control and grace.	Physical Development • Progress towards a more fluent style of moving with developing control and grace. • Develop their small motor skills so that they can use a range of

	tools competently, safely, and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Physical Development ELGs • Use a range of small tools, including scissors, paintbrushes, and cutlery Expressive Arts and Design • Explore and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Expressive Arts and Design ELGs • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Physical Development ELGs • Use a range of small tools, including scissors, paintbrushes, and cutlery Expressive Arts and Design • Explore and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Expressive Arts and Design ELGs • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	tools competently, safely, and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Physical Development ELGs • Use a range of small tools, including scissors, paintbrushes, and cutlery Expressive Arts and Design • Explore and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Expressive Arts and Design ELGs • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
	Trip/Hook/Visitor/ Ideas:	Trip/Hook/Visitor/ Ideas: Nature Walk, video clips of Chinese New Year celebrations, Trip to garden centre to buy	Trip/Hook/Visitor/ Ideas:

	Nature walk, Leaf Man story, video clips of fireworks, Diwali celebrations and stories, Christmas stories,	seeds to grow. Jack & The Beanstalk story, Oliver's Garden/Oliver's Vegetables story	Nature Walk, Trip to the beach, brochures of holiday destinations, Trip to Transport museum/airport
Year 1	Topic - Food - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)	Topic - Structures - Freestanding Structures	Topic - Mechanisms - Sliders & Levers
	<u>Cooking & Nutrition</u> - I understand where basic food comes from - I can identify healthy foods - I can select ingredients to include a simple healthy snack - I can prepare a healthy snack - I am beginning to understand the importance of food safety and hygiene	<u>Design & Making</u> - I can develop my practical skills in cutting, shaping, joining, and finishing - I can explore and talk about familiar existing products - I can design a functional product based on design criteria - I can make a simple plan for a product - I can talk about how I made a product and find a strength and a weakness <u>Technical Knowledge</u> - I can build simple structures - I can explore simple mechanisms in my products such as sliders	<u>Design & Making</u> - I can develop my practical skills in cutting, shaping, joining, and finishing - I can explore and talk about familiar existing products - I can design a functional product based on design criteria - I can make a simple plan for a product - I can talk about how I made a product and find a strength and a weakness <u>Technical Knowledge</u> - I can build simple structures - I can explore simple mechanisms in my products such as sliders
	Trip/Hook/Visitor/ Ideas: Challenge to make a healthy fruit snack - fruit kebab/smoothie or fruit salad.	Trip/Hook/Visitor/ Ideas: Playground, Furniture for the 3 Bears, a bridge for the 3 Billy Goats Gruff	Trip/Hook/Visitor/ Ideas: Poster/card linked to History or Geography topics.

Year 2	Topic -- Food Preparing fruit and vegetables (including cooking nutrition requirements for KS1)	Topic Mechanisms - Wheels and axles	Topic - Textiles - Templates and joining techniques
	Objectives: <u>Cooking & Nutrition</u> • I understand where a range of food comes from • I can group ingredients into the main food groups	Objectives: <u>Design & Making</u> • I can begin to use tools more effectively to join materials and components in different ways • I can make a simple plan showing the development of my ideas • I can use appropriate resources from a range of materials and components (Freedom to choose, Rule of law) • I can explore and talk about a variety of existing products (Freedom to choose) • I can communicate to others the strengths and weaknesses of my products <u>Technical Knowledge</u> • I can explore how to make structures stronger • I can explore and use simple mechanisms such as sliders and levers, wheels and axles in my products	Objectives: <u>Design & Making</u> • I can begin to use tools more effectively to join materials and components in different ways (Freedom to choose) • I can make a simple plan showing the development of my ideas • I can use appropriate resources from a range of materials and components (Freedom to choose, Rule of law) • I can explore and talk about a variety of existing products • I can communicate to others the strengths and weaknesses of my products <u>Technical Knowledge</u> • I can explore how to make structures stronger • I can explore and use simple mechanisms such as sliders and levers, wheels and axles in my products (Rule of law)

	Trip/Hook/Visitor Ideas: Challenge to make a healthy sandwich or salad for a picnic (Rule of law)	Trip/Hook/Visitor Ideas: Challenge to make a vehicle for a book character.	Trip/Hook/Visitor Ideas: Examples of puppets/cuddly toys
Year 3	Topic - Food - Healthy and varied diet (including cooking and nutrition requirements for KS2)	Topic - Mechanical Systems - Levers and Linkages	Topic - Textiles - 2D shape to 3D product
	Objectives: Cooking & Nutrition - I am aware of the seasonality of some foods. - I can use 'The Eatwell Guide' to plan and prepare a healthy balanced dish. - I can describe the taste, texture and appearance of different foods. - I know how to be both hygienic and safe when using food. (Democracy, Rule of Law and Individual Liberty - British Value)	Objectives: Design & Making - I can design a functional and appealing product aimed at particular users, based on design criteria. - I can create a step-by-step plan showing my ideas. - I can select and use a wide range of materials and components, according to their characteristics. - I can use tools with improved accuracy. - I can investigate and begin to evaluate a range of existing products. - I can evaluate my ideas and products against my own design criteria Technical Knowledge - I can develop my understanding of how to strengthen, stiffen and reinforce structures. - I can explore and use mechanical systems in my products such as gears, pulleys, cams, levers and linkages. (Democracy and Rule of Law - British Value)	Objectives: Design & Making - I can design a functional and appealing product aimed at particular users, based on design criteria. - I can create a step-by-step plan showing my ideas. - I can select and use a wide range of materials and components, according to their characteristics. - I can use tools with improved accuracy. - I can investigate and begin to evaluate a range of existing products. - I can evaluate my ideas and products against my own design criteria Technical Knowledge - I can develop my understanding of how to strengthen, stiffen and reinforce structures.

			I can explore and use mechanical systems in my products such as gears, pulleys, cams, levers and linkages. (Democracy and Rule of Law – British Value)
	Trip/Hook/Visitor Ideas: Link to PE/PSHE/Science Design a healthy packed lunch	Trip/Hook/Visitor Ideas: Challenge to make a pop-up card or chomping fish toy	Trip/Hook/Visitor Ideas: Make a toy for younger child, make a pencil case, purse or bag.
Year 4	Topic – Food – Healthy and varied diet (including cooking and nutrition requirements for KS2)	Topic – Electrical Systems – simple circuits and switches (including programming and control)	Topic – Structures – Shell structures (including computer aided design)
	Objectives: <u>Cooking & Nutrition</u> - I understand the seasonality of a variety of ingredients. - I can make a seasonal dish using readily available or home-grown ingredients. - I can make healthy eating choices from my understanding of a balanced diet. - I can express my food preferences using a broadening vocabulary. - I can show that I am hygienic and safe in the kitchen.	Objectives: <u>Designing & Making</u> - I can design a purposeful, functional and appealing product that is fit for purpose, aimed at particular individuals or groups based on design criteria. - I can create a step-by -step plan, which I can adapt, and change to improve my design. - I can experiment with materials, tools and techniques to improve my product. - I can evaluate products for both their purpose and appearance. - I can evaluate and suggest improvements to my products and original designs. <u>Technical Knowledge</u>	Objectives: <u>Designing & Making</u> - I can design a purposeful, functional and appealing product that is fit for purpose, aimed at particular individuals or groups based on design criteria. - I can create a step-by -step plan, which I can adapt, and change to improve my design. - I can experiment with materials, tools and techniques to improve my product. - I can evaluate products for both their purpose and appearance.

		- I can apply my understanding of how to strengthen, stiffen and reinforce structures by making a structure to with stand the weight of a specific object. - I can create a simple circuit incorporating switches, bulbs, buzzers and motors.	- I can evaluate and suggest improvements to my products and original designs. <u>Technical Knowledge</u> - I can apply my understanding of how to strengthen, stiffen and reinforce structures by making a structure to with stand the weight of a specific object. - I can create a simple circuit incorporating switches, bulbs, buzzers and motors.
	Trip/Hook/Visitor Ideas: Summer salad	Trip/Hook/Visitor Ideas: Make a night light or light box for a friend	Trip/Hook/Visitor Ideas: Make a gift box or money box for a friend.
Year 5	Topic - Food - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	Topic - Structures - Frame structures	Topic - Textiles - Combining different fabric shapes (including computer-aided design)
	<u>Cooking & Nutrition</u> - I am beginning to understand where and how a variety of ingredients are grown, reared, caught and processed. - I can use a range of cooking techniques to prepare and cook predominantly savoury dishes. - I can understand the principles of a healthy and varied diet.	<u>Objectives:</u> <u>Designing & Making</u> - I can use research to help inform my own designs of products that are fit for purpose, - I can communicate my ideas through discussion, annotated sketches, pattern pieces and computer-aided design. - I can select from and use a wider range of tools and equipment to perform practical tasks safely and effectively.	<u>Objectives:</u> <u>Designing & Making</u> - I can research independently and use my findings to inform my own designs. - I can demonstrate clear understanding of the design process. - I can communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

	I can analyse the taste, texture, smell and appearance of a range of foods.	• I can successfully evaluate a range of products using some technical terms and vocabulary. • I can evaluate ideas and products against my own design criteria and consider the views of others to improve my work. Technical Knowledge • I can test the strength and suitability of materials to help me select appropriate resources for design projects. • I can solve design and structural problems using appropriate tried and tested techniques. • I can create movement in two places using mechanical systems. • I can develop my understanding of computer programming and control of products.	pattern pieces and computer-aided design • I can use a range of tools and equipment competently with accuracy and precision. • I can understand how key events and individuals in design and technology have helped shape the world. • I can justify my designs and use of materials in a convincing way. • I can explain the design process for my product, including changes and refinements. • I can begin to think of marketing ideas for my product. Technical Knowledge • I can work collaboratively on creating a functional structure taking into account stability, durability, assembly, and disassembly. • I can understand and use electrical systems in my products. • I can use a computer program to control a product.
	Trip/Hook/Visitor Ideas: Summer Picnic	Trip/Hook/Visitor Ideas: As a class design an adventure playground equipment	Trip/Hook/Visitor Ideas: Make a toy for a younger child

			Make a bookmark for yourself or friend/family member.
Year 6	Topic - Topic - Food - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	Topic - Electrical systems - using more complex switches and circuits (including programming, control, and monitoring)	Topic - Mechanical Systems - Pulleys, gears or cams
	<u>Cooking & Nutrition</u> • I understand where and how a variety of ingredients are grown, reared, caught and processed. • I can understand and apply the principles of a healthy and varied diet. • I can use my knowledge and experience of a variety of foods to help me create healthy savoury dishes. • I can analyse the taste, texture, smell and appearance of a range of foods.	<u>Designing & Making</u> • I can use research to help inform my own designs of products that are fit for purpose, • I can communicate my ideas through discussion, annotated sketches, pattern pieces and computer-aided design. • I can select from and use a wider range of tools and equipment to perform practical tasks safely and effectively. • I can successfully evaluate a range of products using some technical terms and vocabulary. • I can evaluate ideas and products against my own design criteria and consider the views of others to improve my work. <u>Technical Knowledge</u> • I can test the strength and suitability of materials to help me select appropriate resources for design projects.	<u>Designing & Making</u> • I can research independently and use my findings to inform my own designs. • I can demonstrate clear understanding of the design process. • I can communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • I can use a range of tools and equipment competently with accuracy and precision. • I can understand how key events and individuals in design and technology have helped shape the world. • I can justify my designs and use of materials in a convincing way.

		• I can solve design and structural problems using appropriate tried and tested techniques. • I can create movement in two places using mechanical systems. • I can develop my understanding of computer programming and control of products.	• I can explain the design process for my product, including changes and refinements. • I can begin to think of marketing ideas for my product. <u>Technical Knowledge</u> • I can work collaboratively on creating a functional structure taking into account stability, durability, assembly, and disassembly. • I can understand and use electrical systems in my products. • I can use a computer program to control a product.
	Trip/Hook/Visitor Ideas: Challenge - To make a Christmas Cake for your family. Kind, caring citizens - offering positive feedback and constructive feedback to their peers during evaluation activities. See a world beyond their own - look at food from different cultures/times etc... Have high aspirations - wanting to do well on task or to have a career in Food, Design or Technology Experiences beyond the academia - DT club, working with outside agencies to promote careers in technology and design.	Trip/Hook/Visitor Ideas: Design your own buzzer game. Kind, caring citizens - offering positive feedback and constructive feedback to their peers during evaluation activities. See a world beyond their own - look at food from different cultures/times etc... Have high aspirations - wanting to do well on task or to have a career in Food, Design or Technology Experiences beyond the academia - DT club, working with outside agencies to promote careers in technology and design. Happy - children to enjoy their DT activities and be happy with their finished piece of work.	Trip/Hook/Visitor Ideas: Design your own Monster Mouth Design your own dragster car Make your own pulley system. Kind, caring citizens - offering positive feedback and constructive feedback to their peers during evaluation activities. See a world beyond their own - look at food from different cultures/times etc... Have high aspirations - wanting to do well on task or to have a career in Food, Design or Technology Experiences beyond the academia - DT club, working with outside agencies to promote careers in technology and design.

	Happy – children to enjoy their DT activities and be happy with their finished piece of work. Resilient learners – understand that it's ok to make mistakes, we just keep practicing – Rome wasn't built in a day! British Values Democracy – Pupil voice children to have their own opinions on food tasting activities. Rule of Law – following instructions given to keep ourselves safe. Individual Liberty – freedom to choose their own designs or materials for products. Mutual Respect – showing appreciation of everyone's work, being polite about the work of others. Tolerance – respecting food choices of others due to religious beliefs or likes and dislikes etc...	Resilient learners – understand that it's ok to make mistakes, we just keep practicing – Rome wasn't built in a day! British Values Democracy – Pupil voice children to have their own opinions on the evaluation of their products. Rule of Law – following instructions given to keep ourselves safe. Individual Liberty – freedom to choose their own designs or materials for products to be made. Mutual Respect – showing appreciation of everyone's work, being polite about the work of others. Tolerance – respecting other people's choice of work.	Happy – children to enjoy their DT activities and be happy with their finished piece of work. Resilient learners – understand that it's ok to make mistakes, we just keep practicing – Rome wasn't built in a day! British Values Democracy – Pupil voice children to have their own opinions on the evaluation of their products. Rule of Law – following instructions given to keep ourselves safe. Individual Liberty – freedom to choose their own designs or materials for products. Mutual Respect – showing appreciation of everyone's work, being polite about the work of others. Tolerance – respecting other people's choice of work.
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