Deer Park Primary School

DESIGN & TECHNOLOGY CURRICULUM

Our Ultimate End Goal:

What will our designers be able to do when they leave us?

- **By the time our designers leave Deer Park Primary School they will have become resourceful, innovative, enterprising and capable citizens;**
- **They will have been inspired by inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products and in doing so made the world a better place;**
- **Our designers will be able to critique, evaluate and test their ideas and products and the work of others;**
- **They will use their creativity and imagination with confidence, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values;**
- **They will be given the opportunities to collaborate with others and to reflect on the products they have created;**
- **Each year, the children will utilise their skills and knowledge within the field of Design Technology to make the world a better place by designing, making and selling products as part of the Deer Park World of Work Curriculum.**

Curriculum Coverage (NC) **What are the most basic requirements from the National Curriculum?**		
EYFS	**Key Stage 1**	**Key Stage 2**
Expressive Art and Design • 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. **Physical Development (Moving and Handling)** • Children handle equipment and tools effectively, including pencils for writing. **Expressive Arts and Design (Being Imaginative)** • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	**Design** • 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. **Make** • 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** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • 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. • Cooking and Nutrition: • use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	**Design** • 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. **Make.** • 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. **Evaluate** • 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

	Cooking and Nutrition • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.	**Technical knowledge** • 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 electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition:** • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savory dishes using a range of cooking techniques. • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught & processed.

Year Group Overview – Cycle A			
Key Stage	**Autumn**	**Spring**	**Summer**
EYFS	**Expressive arts and design – Textiles** Make a puppet using felt	**Expressive arts and design – Sculpture** Create an emergency vehicle	**Expressive arts and design – Cooking** Fruit salad – grow/prepare a fruit salad
Year 1 & 2	**Textiles** Weaving a Bag	**Mechanism** Drawbridges	**Cooking and Nutrition** Pizzeria
Year 3 & 4	**Cooking and Nutrition** Spiced Christmas Cookies	**Mechanism** Environmental Posters	**Structures/Computers** Stone Age Houses
Year 5 & 6	**STEM Structures** Rollercoaster	**Cooking and Nutrition** Healthy muffins	**Electrical Systems/Computers** Light-up Poster

Year Group Overview – Cycle B			
Key Stage	**Autumn**	**Spring**	**Summer**
EYFS	**Expressive arts and design – Textiles** Make a puppet using felt	**Expressive arts and design – Sculpture** Create an emergency vehicle	**Expressive arts and design – Cooking** Fruit salad – grow/prepare a fruit salad
Year 1 & 2	**Cooking and Nutrition** Salad	**Textiles** Bookmarks	**Structures** Bridges
Year 3 & 4	**Mechanism** Moving toys	**Mechanism** - Moving Toys **Cooking and Nutrition** - Smoothie Bar	**Textiles/Computers** Money Containers
Year 5 & 6	**Cooking and Nutrition** Soup Kitchen	**Textiles** Fashion Show	**Electrical Systems/Computers** Moving Characters

Our curriculum

We have designed our curriculum to cover key concepts and common connections. These are outlined in the tables below:

Our Key Concepts and skills – Cycle A						
	Cooking and Nutrition	**Structure**	**Mechanical Systems**	**Electrical Systems**	**Computers**	**Textiles**
EYFS	**Fruit Salad** • grow • prepare a fruit salad	**Sculpture** • Create an emergency vehicle • Design and make an emergency vehicle				**Sewing** • Make a puppet using felt • Connecting materials in different ways.
Year 1 & 2	**Pizzeria** • To cut, chop, tear and grate safely. • To use the equipment knife, grater and hands.		**Drawbridge** • To use levers, wheels and pullies to raise and lower the drawbridge. To use triangularisation as a strengthening technic. • To use cardboard, dowel, string, masking tape, sellotape, cotton reels and wooden sticks.			**Weaving** • To cut, tie, weave to strengthen and join material. • To use paper, card, scissors, glue, thread, fabric and needles.
Year 3 & 4	**Spiced Christmas Cookies** • To mix, grate, slice, knead and bake	**Stone Age Houses** • Join twigs, mud, and straw to reinforce more	**Environmental posters** • To use levers and leverages to move mechanisms. To use		**Stone Age Houses** • To use a computer to design the interior of a Stone	

	safely. • To use the equipment knife, grater, hands, oven, pastry cutters.	complex structures. • Select a wider range of tools and equipment appropriate for building a cob • house.	triangularisation asa strengthening technic. • To use cardboard, glue, sellotape, scissors, paper and • split pins.		Age Cob House. • To include the features found in an average Stone House.	
Year 5 & 6	**Healthy Muffins** • To cut, chop, tear and grate safely. • To use the equipment knife, grater and spoon.	**Rollercoaster** • To cut, saw, glue safely to join paper, cardboard, wood or plastic tubing. To use triangularisation to strengthen a structure. • To use a variety of appropriate tools such as; scissors, glue gun, glue, saw, mitre & staples.		**Poster** • To use a circuits including abulb, switch or sensor. • Micro:bits, bulb, sensor or switch, computer, card, decorative art materials.	**Poster** • To use a computer to program monitor and control their card. To use a Micro:bits and computer	

Our Key Concepts and skills – Cycle B						
	Cooking and Nutrition	**Structure**	**Mechanical Systems**	**Electrical Systems**	**Computers**	**Textiles**
EYFS	**Fruit Salads** • Personal and food hygiene • Grow fruit • To cut, peel and prepare fruit		**Sculpture** • Use scissors and one-handed tools effectively, safely and with more accuracy • Link ideas/materials and techniques			**Puppet** • To cut, stick, join and stuff. • Scissors, glue, felt fabric, stuffing
Year 1 & 2	**Salad** • Personal and food hygiene • To cut, chop, tear, grate, peel, toss and spiralize safely. • To use the equipment knife, grater, peeler, spiralizer and hands.	**Bridges** • Join paper using glue, sellotape, masking tape staples, paper clips and scissors carefully. • Strengthen, stiffen structures using rolling and concertinaing paper. To use triangularisation as a strengthening • technic.				**Bookmarks** • To cut, thread, weave, cross stitch, embroidery, knotting • Scissors, needles, thread, Binca fabric,
Year 3 & 4	**Smoothie Bar** • To cut, chop, blend, juice, peel, mix. • To use the equipment safely; blender, juicer, knife, peeler.		**Moving Toys** • To understand and use mechanical systems using cams, camshafts, levers and linkages. To use triangularisation as		**Money Containers** • To use a computer to design the money container. • To include the features of a money container and	**Money Containers** • To Cut, thread, weave, cross stitch, glue, embroidery, back stitch, blanket stitch, knots, zip, buttons, staple.

			a strengthening technic. To use wood to make a cube, triangles to reinforce the cams of different shapes, glue gun, glue card, paper and masking tape .structure, dowel, and		materials, used as a digital design plan.	• To use scissors, thread, fabric, glue, buttons or a zip.
Year 5 & 6	**Soup Kitchen** • To cut, chop, peel, grate, mix, stir, season. • To use equipment safely; knife, peeler, grater, mini chopper		**Moving characters** • To use previous knowledge of cams, camshafts, levers, leverages and triangularisation to make a character move in a Diorama. • To use a variety of equipment and materials appropriate to thedesign	**Moving characters** • To use a series of circuits including a bulb, switch or sensor. • Micro:bits, bulb, sensor or switch, computer, card, decorative art materials.	**Moving characters** • To use a computer to program monitor and control their character. • To use Micro:bits and computer coding	**Fashion Show** • To use a variety of skills such as; cut, thread, weave, cross stitch, glue, embroidery, back stitch, blanket stitch, knots, zip, buttons, staple and tie to up-cycle materials to make new designs. • To use scissors, string, ribbon, fabric, needle, thread, buttons, zips, sequins, tassels, lace, paper, plastic, tissue, glue, tape paint, ink etc. to create new • clothes.

The areas in grey are not relevant to EYFS and Key Stage 1

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries Picture cards to express likes and dislikes
Difficulty transferring information to real or own life	1:1 or small group support		
Cognitive processes and overload	Ensure previous years learning objectives are covered	Those who struggle to process language may struggle in DT lessons where there is lots of written or spoken language	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g., drawing, writing, recording answer on an iPad.
Ability to follow multi-step processes	Instruction broken down in to small steps		
	Visual cues and check lists	Interpreting social cues and working as a group	Use of dual coding and visuals to support understanding
Ability to complete large amounts written work	Alternative methods of recording		Carefully thought-out groupings
		Recognising feelings/ body language	Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available	Provide alternative resources e.g. in large print. 1:1 adult support when using sharp equipment e.g., woodwork tools	Children with SEMH needs may struggle with heightened anxieties/triggering in DT when they feel upset, excited or frustrated etc.	Regular sessions, establish clear routines expectations/boundaries for the start and end of every session when equipment is being used – children know what to expect.
Recording information may be difficult	Provide additional ways to record information (video/ICT etc.)		
Fine motor control may be less			Feeling cards to support understanding of emotions.

developed Accessibility to equipment or resources – physical disabilities. . Fear of sight, touch, smell of Art equipment	Provide large equipment e.g., large paint brushes, large scale etc Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access. Consider how children with support equipment e.g., walker can be part of physical lessons Consider what additional support may be required for the child. Pre teach so the child knows what to expect. Offer alternative resources and/or materials Communication with home	Children with SEMH needs may struggle with group work/paired activities	Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups. Use of stories. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed. Option to work alone Careful group consideration

At Deer Park we will use the six essentials of good practice in D&T:
USER: Children should have a clear idea of who they are designing their project for – considering needs, wants, interests or preferences
PURPOSE: children should know what the products they design and make are for. It should perform a clearly defined task that can be evaluated in use.
FUNCTIONALITY: Children should design and make products that function in some way to be successful.
DESIGN DECISIONS: Children need opportunities to select materials, components and techniques
INNOVATION: Children need scope to be original in their thinking and need open starting points
AUTHENTICITY: Children should design and make believable, real and meaningful products.

Each of the learning experiences will ensure that the children have 3 stages of learning:
Investigative and Evaluative Activities: Children learn from a range of existing products, learning about D&T in the wider world
Focused Tasks: Where they are taught specific technical knowledge, designing skills and making skills
Design, Make and Evaluate Assignment: where children create functional products with users and purposes in mind

PROCEDURAL KNOWLEDGE – Cycle A & B

What skills do we want our designers to have to support the DESIGNING, MAKING and EVALUATING stages? How will these skills build on what went before and help prepare our children for what is coming next.

Skill	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Background Research – Session 1 Exploring context and existing products	**Begin to:** talk about the different products using the correct names talk about how it works make comparisons with what they have seen before Say what it is made out of	**Continue to:** understand what a product is and who it is for understand how a product works and how it is used identify where they might find a particular product identify the materials used to make a product express an opinion about a product	**Have developed/developing:** identify who made the product, when it was made and what its purpose is identify what the product has been made from evaluate the product on design and use **Brain Builders:** Research facts about famous inventors/ chefs / designers etc. linked to product	**Can/have/know:** identify who made the product, when it was made and what its purpose is identify what a product has been made from and how environmentally friendly the materials are evaluate a product on design, appearance and use identify the cost to make a product and whether it has any other purposes e.g. Leading innovation of the time, trend setting **Brain Builders:** Research facts about famous inventors/ chefs / designers etc. linked to product

Design Criteria – Session 2 Session 2 Understanding their intended users and their own product	**Begin to:**	**Continue to:**	**Have developed/developing:**	**Can/have/know:**
	Say who could use the product Identify if there anyone else that could use the product Explain their reasons describe who their product is for and why.	use own experiences and existing products to develop ideas explain what product they will be designing and making explain who their product will be used by describe what their product will be used for and how it will work explain why their product is suitable for the intended user	describe the purpose of their product and how it will work identify design features that will appeal to intended users explain how parts of their product works develop their own design criteria and use for planning ideas generate realistic ideas that meet needs of user and take into account availability of resources **Brain Builders:** Understand and gather information about what a particular group or people want from a product	describe the purpose of their product identify design features that will appeal to intended users explain how parts of their product will work develop their own design criteria and use for planning ideas generate innovative ideas that meet needs of user and take into account availability of resources create a design description for their product highlight the impact of time, resources and cost within their design ideas generate innovative ideas that meet needs of user **Brain Builders:** Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc.

	Begin to:	Continue to:	Have developed/developing:	Can/have/know:
Planning – Session 3 **Session 3 Communicating ideas and creating prototypes for product**	use ideas draw a picture of what they want to make. talk about what they will need to make it into something they can pick up. Talk about how will they put it together Say what colours they want to use	discuss what their steps for making could be represent ideas through talking, drawing and computing – (where appropriate) choose materials to use based on suitability of their properties create templates/pattern pieces and explore materials whilst developing ideas	share and discuss ideas with others order the main stages of making choose materials to use based on suitability of their properties represent ideas in diagrams, annotated sketches and computer based programs (where appropriate) create pattern pieces and prototypes	share and discuss ideas with others record a step by step plan for making produce lists for the tools, equipment and materials they will be using choose materials to use based on suitability of their properties and aesthetic qualities represent ideas in diagrams, annotated sketches and computer based programs (where appropriate) create pattern pieces and prototypes

Making –Session 4-5 Selecting the tools and applying the practical skills and techniques	**Begin to:** safely use and explore a variety of materials, tools and techniques experiment with colour, design, texture, form, and function	**Continue to:** choose suitable tools for making whilst explaining why they should be used follow safety and food hygiene procedures measure, mark, cut and shape materials and components join, assemble and combine materials and components use finishing techniques, including skills learnt in Art	**Have developed/developing:** choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making follow safety and food hygiene procedures measure, mark, cut and shape materials and components with some accuracy join, assemble and combine materials and components with some accuracy use finishing techniques, including skills learnt in Art with some accuracy	**Can/have/know:** choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making follow safety and food hygiene procedures measure, mark, cut and shape materials and components accurately join, assemble and combine materials and components accurately demonstrate problem solving skills when encountering a mistake or practical problem use finishing techniques that involve a number of steps, including skills learnt in Art accurately

Evaluation – Session 6 Referring to planning and initial ideas in evaluating	**Begin to:** share their creations, explaining the process they have used	**Continue to:** talk about their design ideas and what they have made make simple judgements of how the product met their design ideas suggest how their product could be improved	**Have developed/developing:** use design criteria to evaluate product – identifying both strengths and areas for development consider the views of others, including intended user, whilst evaluating product	**Can/have/know:** use design criteria to evaluate product – looking at quality of end product and design and whether it is fit for its intended purpose consider the views of others, including intended user, whilst evaluating product

Skills shown in green are the older year groups extra skills for mixed year classes				

Cooking and nutrition - Cross curriculum Links with Science			
Teaching cooking and nutrition **Understanding food and food preparation**	**Across KS1:** • Understand that food comes from plants or animals • Understand that food has to be farmed, caught, or grown	**Lower KS2:** • Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe • Understand that recipes can be changed by adding or taking away ingredients • Understand that the seasons can affect food produce	**Upper KS2:** • Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe • Understand that the seasons can affect food produce • Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken) • Understand that recipes can be adapted to change the appearance, taste and aroma of a dish
Teaching cooking and nutrition **Food preparation, cooking and nutrition**	**Across KS1:** • Sort foods into the 5 groups using The Eatwell Plate • Identify that people should eat at least 5 portions of fruit and vegetables a day • Prepare simple dishes hygienically and safely without a heat source • Use cooking techniques such as: cutting, peeling and grating	**Lower KS2:** • Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet • Identify that food and drink are needed to provide energy for a healthy and active lifestyle • Identify that people should eat at least 5 portions of fruit and vegetables a day • Prepare simple dishes hygienically and safely, where needed with a heat source • Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking	**Upper KS2:** • Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet • Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle • Identify that people should eat at least 5 portions of fruit and vegetables a day • Prepare simple dishes hygienically and safely, where needed with a heat source • Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking

LINES OF ENQUIRY

Questions to arise to show propositional knowledge:
What lines of enquiry do we want our Designers to follow?
What experiences do we want our Designers to have had?
What key concepts or knowledge will our designers have?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Textiles - Make a puppet using felt – Connecting Materials **Lines of enquiry** Can I select my own resource? Can I use a variety of one-handed tools e.g. paintbrush, scissors ? Can I explore a range of materials and textures? Can I combine materials? **Sculpture - Create an emergency vehicle** **Lines of enquiry** Can I talk about my artwork and ideas linked to some of the materials/techniques? Can I use scissors and one-handed tools effectively, safely and with more accuracy? **Cooking and Nutrition – fruit salad – grow/prepare a fruit salad** **Lines of enquiry**	**WEAVING** **Lines of enquiry** Is all material woven? Does weaving make the material stronger? Can all materials be woven? **DRAWBRIDGES** **Lines of enquiry** What is a lever? What is a pully mechanism? Do I know the difference between pullies and levers? Have I used a pully or a lever in my design? Can I work pullies and levers? **PIZZERIA** **Lines of enquiry** Where does pizza come from?	**SPICED CHRISTMAS COOKIES TOHANG ON A TREE** **Lines of enquiry** Where do the different spices come from? What do the different spices taste like? Why do we do a taste test? How does the heat change the ingredients when cooked? **ENVIRONMENTAL POSTERS** **Lines of enquiry** What do I know about levers and linkages? How do I make something move using a lever? **STONE AGE HOUSES** **Lines of enquiry**	**HEALTHY MUFFINS** **Lines of enquiry** What other recipes do you know that use the same ingredients? Can a muffin be part of a healthy diet? How does using beetroot change the appearance and taste of the muffins? Does using vegetables make the muffin healthy and why? **ROLLERCOASTER** **Lines of enquiry** Can we follow a design criteria? Have we used my mathematical knowledge to create this design? How do we test materials before designing your product? How can we strengthen your structure?

Can I talk about my artwork and ideas linked to some of the materials? Can I refine my ideas and present term? Can I create collaboratively and share ideas, resources and skills? Can I join materials using a variety of techniques?	Why do we cook pizza? Is pizza good for you? Why do I need a recipe? **SALAD** **Lines of enquiry** Why do we clean our hands andingredients to make a salad? Why is some food safe to eat raw? Why should I eat fruit and vegetables?Where do the ingredients come from? **BOOKMARK** **Lines of enquiry** Why do we use stitches? What different stitches can I use? What stitch will be best for my design? **BRIDGES** **Lines of enquiry**	How can computers be used to produce a design? How do you use mud and straw to make a Stone Age House? Does the exterior material (mud and straw) need to be waterproof? **SMOOTHIE BAR** **Lines of enquiry** Are all smoothies healthy? What ingredients go in a smoothie? Which flavours are most popular? Howcan you find out? What combination of ingredients makes the heathiest, tastiest smoothie? **MOVING TOYS** **Lines of enquiry** What are cams? Are there different designs of cams? Which will be the best cam design to use? What components are needed to make a cam mechanism?	**LIGHT-UP POSTER** **Lines of enquiry** Would electrical circuits or Micro:bit be better to use on a greeting card? How can I use coding in a greeting card? How do I use a Micro:bit to make an electronic program? **SOUP** **Lines of enquiry** Where does the ingredients come from? Does all soup have to be cooked? Is soup a healthy option? What part of the vegetable is used? What vegetable are grown in the school garden? Are all vegetables grown at the same time? **MOVING CHARACTERS** **Lines of enquiry** What do I know about levers and linkages to help me make a moving

	What different kinds of bridges are there? How do I test the strength of different materials? What do I know about strengthening a structure? Can I push George Stephenson's Rocket over the bridge without collapsing? What is a design brief?	**MONEY CONTAINERS** **Lines of enquiry** Can I plan my design using 2-Design in Purple mash? What different ways can I join my container together? What can I use to stop coins from falling out of my container?	character? How can I use a coding program to make my diorama light up? Will I use a cam in my design? **FASHION SHOW** **Lines of enquiry** Where could I get materials from? What different ways can we join materials together? How will this impact the environment?

What experiences do we want our Designers to have?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Emergency Vehicle **Structures (Sculpture)** Creative area in the classroom about space and rockets. Make a rocket from up cycling boxes usingrecycle materials in the outdoor area. (Link English, Science, computers) **Fruit Salads** **Cooking and Nutrition** Make fruit salads and take home to share with the family. Use the play kitchen for role play making a fruit salad. Go to the school garden and look at the plants and vegetables growing there. Which plants can you eat and which ones can't you eat? (Link science) **Puppet** **Textiles** Make a puppet for a puppet bears picnic andinvite parents. (Link History)	**WEAVING** **Textiles** To make a woven basket to hold a product out of a chosen material. To take as a gift for Christmas. (Link Science/Materials) **DRAWBRIDGES** **Structures** To experiment with different pully systems using levers, sliders and axles to make the bridge rise up. (Link History) **PIZZERIA** **Cooking and Nutrition** To do a taste test of different toppings. To make a pizza parlour to invite parents in to taste the different pizzas. (Link science and Geography) **SALAD** **Cooking and Nutrition** To do a taste test of different vegetables and fruits. To make a salad and invite parents in to taste.	**SPICED CHRISTMAS COOKIES TOHANG ON A TREE** **Cooking and Nutrition** To do a taste test of different spices. To choose spices to make a Christmas cookie to hang on a Christmas tree. To sell at the Christmas fayre. (Link Geography, Science Community and Fund Raising) **MOVING POSTERS (ENVIRONMENTALPOSTERS)** **Mechanism** To go on a trip to The Deep. (Link Science) **STONE AGE HOUSES** **Structures/Computers** To make a Stone Age Village as a class. Plan the interior of a Stone Age House on 2-design on Purple Mash (Link History) **SMOOTHIE BAR** **Cooking and Nutrition** Do a taste test of different vegetables	**HEALTHY MUFFINS** **Cooking and Nutrition** Compare healthy muffins and sweet muffins (Link Science and school garden) **ROLLERCOASTERS** **Structures** Test the product against the design brief. (STEM – Mathematics) **MOVING CHARACTERS** **Mechanism/Electrical Systems/Computers** Use Micro:bit to make (Link Computers) **SOUP KITCHEN** **Cooking and Nutrition** Collect vegetables and herbs from the school garden and make soup to invite people from the local community in for Harvest Festival. (Link school garden, community and Harvest Festival)

Teddies, blankets and picnic wear in outside area.	(Link R.E. and Harvest Festival) **BOOKMARK** **Textiles** Make a bookmark to sell at the school fair (Link community, fund raising) **BRIDGES** **Structures** Make a bridge to a given criteria to test a model of George Stephenson's Rocket working in Kagan teams. Visit the Railway museum in York. (Link History)	and fruits. Make a smoothie bar and invite parents in to taste. (Link Science) **MOVING TOYS** **Mechanism** Make a moving toy using cams for aKey Stage 1 child. (Link Computers) **MONEY CONTAINERS** **Textiles/Computers** Test if the product holds coins.	**LIGHT UP POSTER** **Electrical Systems/Computers** Make a light poster using Micro:bit (Link computers/coding) **FASHION SHOW (UP-CYCLINGMATERIALS)** **Textiles** Collect unwanted clothes at school. Up-cycle the materials and design and make a variety of costumes for a fashion show. The classes perform in front of the school. (Link environmental)

What key vocabulary will our designers need? Vocabulary will be continually revisited throughout each year group.
Vocabulary is important because it embodies and communicates concepts.

	EYFS	YEAR 1 and YEAR 2	YEAR 3 and YEAR 4	YEAR 5 and YEAR 6
	Key Design Vocabulary	**Key Design Vocabulary**	**Key Design Vocabulary**	**Key Design Vocabulary**
Design	Picture, drawing, **user, design**	**Purpose, develop, model, template**, information, materials, **Mock up, function, product, media, appeal, prototype, client/audience**	user, purpose, design, model, **evaluate**, prototype, **annotated sketch,** mock-up**, functional, innovative, investigate, label, drawing, function, planning, design criteria, appealing, design brief, design criteria, innovative**, **sensory**	**design decisions**, **functionality, authentic,** user, purpose, **design specification**, design brief, innovative, **research**, evaluate, design criteria, annotate, evaluate, mock-up, prototype, function, innovative, purpose design brief, design specification, prototype, annotated sketch
Make	**Experiment, change, tools, materials,** use	Design, **equipment**, material**, fabric, thread,** shape, glue, cut, **fold, sew, staple, join, function, refine, mechanism, adhesive, template**	**Select, tools**, equipment, **skills, technique,** perform, explain, **components,** material, construction, build, **create, product, stages, utensils**,	**Combine, functional properties, aesthetic qualities, electrical components, function, step-by-step plan, resources**, measure, **assemble**, **connect electrical components, reliable**, functional, **decorative techniques**
Evaluate	**Materials,** use**, idea, improve.**	**Evaluate, improve**, design, **product, criteria, judge**	**Investigate, levers and linkages, project, test, original design criteria,** evaluate, **purpose, strengths, improvement**	**Compare, record evaluations, consider views,** improve, **modify, features, specification, critical, development, appropriate test, demonstrate, effectiveness**
Technical Knowledge	**technology, record, video, photograph**, computer	**roll, pleat, stiffen, strengthen, reinforce, structure, pulleys, hinge, levers, Corrugate, hinge,** lever**, pivot, linkages.**	evaluating, **design brief, design criteria, innovative,** prototype, user, **purpose,** function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, design, model, evaluate, annotated sketch, functional,	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, function, innovative, design user, purpose design brief, design

			innovative, investigate, label, drawing, design criteria, appealing	specification, prototype, annotated sketch
Cooking and Nutrition	food, **meal, snack, healthy, diet**	**chop**, cut, **peel**, cook, healthy, **farm, factory, nutrition, balance, carbohydrates, protein, sugar, vitamin, mineral,** fat, thin**, exercise** and fitness**, organic, hygienic**	**name of products, names of equipment, utensils, techniques** and ingredients **texture**, taste, sweet, **sour**, hot, **herb, spicy, appearance,** smell, **preference, greasy**, **moist**, cook, fresh, **savoury,** hygienic, **edible**, grown, **reared, caught,** frozen, tinned, **processed, seasonal, harvested** healthy/**varied diet**	Ingredients, **yeast, dough, bran**, flour, **wholemeal**, **unleavened**, **baking soda, spice,** herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, **nutrition**, healthy, varied, **gluten**, dairy, allergy, **intolerance**, savoury, **source**, **seasonality utensils**, combine, **fold, knead,** stir, pour, mix, **rubbing in**, **whisk, beat, roll out**, shape, sprinkle, crumble
Structures	**SCULPTURE – Emergency Vehicle** **Structures** **card, masking tape, assembling, cutting, joining, vehicle, wheel,body, cab**	**BRIDGES** **Structures -** **Freestanding structures** **cut, fold, join, stick structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal,wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design,** make, **evaluate**, user, purpose, ideas, design criteria, product, function	**STONE AGE HOUSES** **Structures- Computers** **Cave painting, mammoth, spears, house, Neolithic, fur pelt, Skara Brae, hand axe, antler, hammerstone, stone, wood, shelter, fire, settlement,prey, B.C.**, artefact, **mud, cob, adobe,straw, construct**	**ROLLERCOASTERS** **Structures** structure, **stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary**, permanent design brief, **design specification, prototype**, annotated sketch, purpose, user, innovation, **research functional** shape, design specification, innovative, research, **evaluate**, design brief, criteria
Cooking and Nutrition	**FRUIT SALAD** **Cooking and Nutrition** fruit, apples, oranges, grapes, **pineapple, chop, knife, hygiene**	**PIZZERIA** **Cooking and Nutrition** **design criteria, purpose, user, annotated sketch, sensory, evaluations, peeling, chopping, slicing, grating,** mixing, **spreading, kneading,** baking**, fresh, pre-cooked,**	**SPICED CHRISTMAS COOKIES** **TOHANG ON A TREE** **Cooking and Nutrition** **Spice, nutmeg, cinnamon, ginger, bicarbonate of soda, golden syrup, combined, dusting, grind, grate**	**HEALTHY MUFFINS** **Cooking and Nutrition** **Comparison test, vegetables, beetroot, carrot, spinach, basil, tomato, cheese, salt, pepper** **SOUP**

		processed, oven, **SALAD** **Cooking and Nutrition** Vegetables, fruit, carrot, spinach, lettuce, tomato, cucumber, onion, cheese, olives, grapes, strawberry, raspberry, blueberry, orange, apple, pear, lemon, mango **(depending on the year groups**	**SMOOTHIE BAR** **Cooking and Nutrition** Fruit, **shake, beverage, blend, juicer, squeeze, berries, vegetables, options, popular**	**Cooking and Nutrition** design criteria, purpose, user, **annotated sketch, sensory, evaluations,** peeling, chopping, slicing, grating, mixing, **spreading, kneading, baking, fresh, pre-cooked, processed, seasoning, herbs**
Textiles	**PUPPET** **Textiles** **Join, decorate,** finish, **template,** shiny, **scale, cut,** fabric,wadding	**WEAVING** **Textiles** **joining** and **finishing techniques, tools**, **fabrics** and **components, pattern pieces, mark out.** **BOOKMARK** **Textiles** **stitch,** thread, needle, **eye of a needle, running stitch, cross stitch, embroidery, fabric, finishing,**	**MONEY CONTAINERS** **Textiles - Computers** **names of fabrics, fastening, compartment, zip, button**, structure, **finishing technique,** strength, weakness, **stiffening, templates**, stitch, running stitch, cross stitch, embroidery, **back stitch, blanket stitch, seam, seam allowance, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype**	**FASHION SHOW** **Textiles** **Up-cycle, recycle, re-use, environment, fashion, seam,** seam allowance, wadding, **reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins,** needles, thread,**pinking shears, fastenings,**
		DRAWBRIDGES **Mechanisms** **slider, lever, pivot, slot, bridge/guide, paper fastener,** join, **pull, push, up, down, straight, curve, forwards, backwards, shaping, finishing, fixed, free, moving**, mechanism names of tools, equipment and materials used	**MOVING POSTERS** **Mechanism** Mechanism, lever, linkage, pivot, slot, bridge, **guide system**, **input, process, output, linear, rotary, oscillating, reciprocating** **MOVING TOYS** **Mechanism** **Cam, camshaft,** mechanism, guide, test, **diagram, gravity, rotary motion, pivot, off centre, axle, force,**	**MOVING CHARACTURES** **Mechanisms, Micro:bit,** computers **pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram**, **annotated drawings, exploded diagrams, mechanical system, electrical system**, input, process, output **design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief**

			framework	
Electrical Systems				**LIGHT-UP POSTER** **Electronics, Computers** **prototype, annotated sketch,** purpose, user, **innovation, research** functional, design specification, innovative, research, evaluate, design brief, **circuit, light, LED, switch, instruction** **MOVING CHARACTURES** **Mechanisms, Electrical Systems,** Computers**, coding, Micro:bits** **pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch,** circuit diagram, **annotated drawings, exploded diagrams, mechanical system, electrical system**, input, process, output **design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief**
Computer			**MONEY CONTAINERS** **Textiles - Computers** names of fabrics, **fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, functionality, innovation, authentic,** user, purpose, evaluate, **mock-up, prototype** **STONE AGE HOUSES** **Structures- Computers**	**LIGHT-UP POSTER** **Electrical Systems, Computers** **prototype**, **annotated sketch**, purpose, user, innovation, **research functional, design specification, innovative,** research, **evaluate, design brief, circuit, light, LED, switch, instruction** **MOVING CHARACTERS** **Mechanisms, Electrical Systems, Computers** **pulley, drive belt, gear, rotation, spindle, driver, follower, ratio,**

			Cave painting, mammoth, spears, house, **Neolithic, fur pelt**, **Skara Brae, hand axe, antler, hammerstone, stone, wood, shelter, fire, settlement, prey, B.C., artefact.**	**transmit, axle, motor circuit, switch,** circuit diagram, **annotated drawings, exploded diagrams, mechanical system, electrical system**, input, process, output **design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief**

Curriculum Links						
	Cooking and Nutrition	**Structure**	**Mechanical Systems**	**Electrical Systems**	**Computers**	**Textiles**
EYFS Cycle A	**Fruit Salads** Links – preparation of food the same as salads (Y1&2), Hygiene the same for all food preparation. Healthy eating. Smoothie Bar (Y3 & 4) Science Year 2 - Animals Including Humans	**Sculpture – Emergency Vehicle** Link with Bridges topic in Y1 & 2 making materials stronger, stiffer and reinforced. Designing a product for a purpose.				**Puppet** This links in Y1&2 Weaving and Bookmark. Sewing, joining making materials stronger, stiffer and reinforced. Designinga product for a purpose.
EYFS Cycle B	**Fruit Salads** Links – preparation of food the same as salads (Y1&2), Hygiene the same for all food preparation. Healthy eating. Smoothie Bar (Y3 & 4) Science Year 2 - Animals Including Humans	**Sculpture – Emergency Vehicle** Link with Bridges topic in Y1 & 2 making materials stronger, stiffer and reinforced. Designing a product for a purpose.				**Puppet** This links in Y1&2 Weaving and Bookmark. Sewing, joining making materials stronger, stiffer and reinforced. Designinga product for a purpose.

Year 1 & 2 Cycle A	**Pizzeria** Builds on previous knowledge from EYFS: Fruit Salad - Skills will be developed from just cutting and grating to peeling and chopping. Where does these vegetables and fruits come from? Link with cookies(Y3&4) and muffins(Y5&6) How these basic ingredients make many different foods. Invite parents to try the Pizzeria.		**Drawbridge** Builds on previous knowledge from EYFS-sculpture – create an emergency vehicle			**Weaving** Builds on EYFS topic - Puppet. Using materials investigate different ways of joining materials together. If Y1 next year in Bookmarks they will learn a variety ofsewing techniques to develop the skills needed to make a money container in Y3&4

Year 1 & 2 Cycle B	**Salad** Builds on previous knowledge from EYFS: Making a fruit salad. Skills will be developed from just cutting and grating to peeling, chopping and spiralising. Where does these vegetables and fruits come from? Link with cookies(Y3&4) and muffins(Y5&6) How these basic ingredients make many different foods.	**Bridges** Builds on Trains in EYFS using construction material to design, make and evaluate working in a team to construct a bridge to a design brief. In Y3&4 they will design the interior of a Stone Age house using a computer program and make the structure.				**Bookmarks** Builds on EYFS topic on Fish or Puppet. Using materials investigate different ways of joining materials together. If Y1 next year in weaving they will learn a variety of sewing techniques to develop the skills needed to make a money container in Y3&4

Year 3 & 4 Cycle A	**Spiced Christmas Cookies** Builds on previous Pizza base using the same main ingredients for a different purpose. Where do the spices come from? Link with muffins(Y5&6) How these basic ingredients make many different foods? To sell at the Christmas fayre	**Stone Age Houses** Builds on Bridges in Y1&2 using construction material for the eternal features of a Stone Age House and a computer program for the interior design. In Y5&6 they will make Rollercoaster using research to develop design criteria to inform the design of innovative, functional, appealing Rollercoasters that is fit for purpose.	**Environmental posters** Builds on Y1&2 to design a drawbridge using wheels and pullies. Next year they will make a moving toy using cam and camshafts as well as levers (If in Y3). If in Y4 they will build on these skills in Y5&6 to a moving character (diorama) using mechanical, computer programming and electronical skills.		**Stone Age Houses** Use computer programming to design the interior of a Stone Age House. Next Year (If in Y3) will use a computer program to design a money container. In Y5&6 to program controls for a light-up poster.	

Year 3 & 4 Cycle B	**Smoothie Bar** Builds on Fruit salad (EYFS) Salad (Yr1&2)the preparation of fresh fruit, vegetables and hygiene. Link with Healthy Muffins and soup (Y5&6) food preparation and where our food comes from. Invite parents to the smoothie bar for testing. Which is thehealthiest, tastiest smoothie?		**Moving Toys** Builds on previous knowledge from Y1&2 making a Drawbridge In Y3&4 they will be making Environmental posters which include levers and leverages evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (if in Y4). In Y5&6 they will build on these skills to design a moving character (diorama) mechanical, computer programming and electronical skills.		**Money Containers** Use computer programming to design a money container. Next Year (If in Y3) will use a computer program to design the interior of a Stone Age House. In Y5&6 to program controls for a light-up poster.	**Money Containers** Builds on Y1&2 Weaving and Bookmarks using materials investigate different ways of joining materials together. In Y5&6 up-cycle materials to design, make and evaluate garments for a fashion show.

Year 5 & 6 Cycle A	**Healthy Muffins** Builds on Smoothie Bar and Spiced Christmas Cookies (Y3&4). Same main ingredients used for a different purpose. (Y1&2) salad – food preparation and hygiene. Where does our food come from? Shrove Tuesday for using ingredients up, why? Link with Soup Kitchen (If in Year 5).	**Rollercoasters** Builds on Stone Age House (Y3&4) using construction material for the eternal features and a computer program for the interior design. In Y5&6 they will make Rollercoasters using research to develop design criteria to inform the design of innovative, functional, appealing Rollercoaster that is fit for purpose.		**Light-up poster** Builds on circuits in science from Y3 &4. In Y5&6 using circuits to make a moving character (if Y5).	**Light-up Poster** Builds on previous learning Stone Age House (Y3&4) Using a computer to design. (If in Y5) Y5&6 to use a computer to program electrical circuit using coding in a diorama.	
Year 5 & 6 Cycle B	**Soup Kitchen** Builds on Smoothie Bar and Spiced Christmas Cookies (Y3&4). Same main ingredients used for a different purpose. (Y1&2) salad – food preparation and hygiene. Where does our food come from? Link with Healthy Muffins (If in Year 5) Invite people from the local community for Harvest Festival.		**MOVING CHARACTER** In Y3&4 the children designed, made and evaluated Environmental Posters and Moving Toys. They will build on these skills and knowledge to design a moving character using mechanical, computer programming and electronical skills.	**MOVING CHARACTER** Builds on circuits in science from Y3 &4. In Y5&6 using circuits to make a light-up poster (if Y5).	**MOVING CHARACTER** Builds on previous learning Stone Age House (Y3&4) Using a computer to design. (If in Y5) Y5&6 to use a computer to program electrical light circuit for a light-up poster.	**Fashion Show** Builds on Y3&4 Money Containers using different techniques to join materials and fasten together.

END POINTS

What key learning to we want our children to know and remember by the end of each unit?
What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Textiles – Make a puppet using felt – Connecting Materials **End Point** Can I select my own resources? Can I use a variety of one-handed tools e.g. paintbrush, scissors? Can I explore a range of materials and textures? Can I combine materials? **Sculpture - Create an emergency vehicle** **End Point** Can I talk about my artwork and ideas linked to some of the materials/techniques? Can I use scissors and one-handed tools effectively, safely and with more accuracy? **Cooking and Nutrition – fruit salad – grow/prepare a fruit salad** **End Point** Can I talk about my artwork and ideas linked to some of the materials? Can I refine my ideas and present term?	**WEAVING** **End Point** Is all material woven? Does weaving make the material stronger? Is your design strong enough to holdan object? **DRAWBRIDGES** **End Point** What is a lever? What is a pully mechanism? Do I know the difference between pullies and levers? Have I used a pully or a lever in my design? **PIZZERIA** **End Point** Where does pizza come from? Why do we cook pizza and is it good for you? Did you invite parents in to test thebest pizza design?	**SPICED CHRISTMAS COOKIES TOHANG ON A TREE** **End Point** Where do the different spices come from? What do the different spices taste like? Did you decorate your cookies and sell them at the Christmas Fayre? **ENVIRONMENTAL POSTERS** **End Point** How did I use levelers and linkages in my poster? How do I make something move using a lever? How did I help people improve their work? **STONE AGE HOUSES** **End Point** How can computers be used to produce an interior design? How do you use mud and straw to make a Stone Age House? Does the exterior material need to be	**HEALTHY MUFFINS** **End Point** What other recipes do you know that use the same ingredients? Can a muffin be part of a healthy diet? Does using vegetables make the muffin healthy and why? **ROLLERCOASTERS** **End Point** Can we follow a design criteria? Have we used my mathematical knowledge to create this design? How do we test materials before designing your product? How can we strengthen your structure? **LIGHT-UP POSTER** **End Point** Did I use electrical circuits or Micro:bit to make a light-up poster? How do I use coding to make a Light-up poster?

Can I create collaboratively and share ideas, resources and skills? Can I join materials using a variety of techniques?	**SALAD** **End Point** Why do we clean our hands and ingredients to make a salad? Why should I eat fruit and vegetables?Where do the ingredients come from? **BOOKMARK** **End Point** Why do we use stitches? What different stitches can I use? **BRIDGES** **End Point** What different kinds of bridges are there? How do I test the strength of different materials? Can I push George Stephenson's Rocket over the bridge without collapsing?	waterproof? **SMOOTHIE BAR** **End Point** Are all smoothies healthy and what ingredients go in a smoothie? Which flavours are most popular? Howcan you find out? What combination of ingredients makes the heathiest, tastiest smoothie? **MOVING TOYS** **End Points** Are there different designs of cams? Which will be the best cam design to use? What components are needed to make a cam mechanism? **MONEY CONTAINERS** **End Point** Can I plan my design using 2-Design in Purple mash? What different ways can I join my container together? What can I use to stop coins from falling out of my container?	What would I do differently next time? **SOUP** **End Point** Where does the ingredients come from including herbs? Does all soup have to be cooked and is it a healthy option? Did you provide soup for people in the local community for harvest time? **MOVING CHARACTER** **End Point** What do I know about levers and linkages to help me make a moving part? How can I use a coding program to make my diorama light up? Will I use a cam in my design? **FASHION SHOW** **End Point** Where could I get materials from and what different ways can we join materials together? How will this impact the environment? Can you put a fashion show together to show your design?

		Can my money container hold money?	