

Design and Technology Curriculum



Intent

Design and Technology at Maple is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Maple, we encourage children to use their creativity and imagination, 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. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.



Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught to:

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, crosssectional 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
 Technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- · understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products

Key skills and key knowledge for D and T have been mapped across the school to ensure progression between year groups using the 'Projects off the page' scheme. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.



Impact

We ensure the children:

- · develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make highquality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.



Design and Technology

Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	3D junk modelling		Mechanisms	Textiles - 2D shape	Levers and	Food:	Food:
	and construction		Wheels and Axles:	to 3D product:	linkages-pop up	Biscuit making	making Christmas
	building - inside and		Fire Engines	Make a cushion	card (linked to a		cakes
	outside areas -				theme, e.g.	Key Skills	
	planning and		Key Skills	Key Skills	Christmas).	Generate ideas	Key Skills
	adapting ideas		Generate ideas by	Generate ideas for		through	Generate ideas
			drawing on their	an item, considering	Key Skills	brainstorming and	through
	Make nests for the		own & other	its purpose and the	Generate ideas,	identify a purpose	brainstorming and
	owl babies		people's	user/s	considering the	for their product	identify a purpose
			experiences.		purposes for which	Draw up a	for their product.
	Cooking:		Develop their ideas		they are designing	specification for	Link to RE and
	-Bread making		through discussion,	Identify a purpose	Make labelled	their design	celebratory food.
	-Fruit kebabs		observation,	and establish	drawings from		
	-Peppermint creams		drawing &	criteria for a	different views	Develop a clear idea	Develop a clear id
_	and fudge		modelling.	successful product.	showing specific	of what has to be	of what has to be
<u>۳</u>			Identify a purpose	successful product.	features	done, planning how	done, planning how
Autumn	<u>Key Skills</u>		for what they	Plan the order of		to use materials,	to use materials,
₩	Suggest ideas about		intend to design &		Develop a clear idea	equipment and	equipment and
	what they are going		make.	their work before	of what has to be	processes, and	processes.
	to do			starting	done, planning how	suggesting	
			Identify simple		to use materials,	alternative	Develop skills in
	With help mark		design criteria.	Explore, develop	equipment and	methods of making	using different
	out, cut and shape a			and communicate	processes, and	if the first	tools and equipme
	range of materials		Make simple	design proposals by	suggesting	attempts fail	safely and
			drawings & label	modelling ideas	alternative methods		accurately
	Use tools eg		parts.	I modelling radia	of making, if the	Use results of	Weigh and measu
	scissors and a hole			Make drawings with	first attempts fail	investigations,	accurately. Apply
	punch safely		Begin to select	labels when		information	the rules for basi
			tools & materials;	designing	Evaluate products	sources, including	food hygiene and
	Assemble with help		use vocab to name &	accigning	and identify	ICT when	other safe
			describe them.	Select tools and	criteria that can be	developing design	practices e.g.
	Join and combine			techniques for	used for their own	ideas	hazards relating t
	materials and			rectifiques for	designs		the use of ovens

components together using a variety of temporary methods e.g. glues or masking tape Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they	Measure, cut & score with some accuracy. Use tools safely & appropriately. Assemble, join & combine materials in order to make a product. Choose & use appropriate finishing techniques. Evaluate against design criteria. Evaluate their products as they are developed, identifying strengths & possible changes they might make. Talk about their ideas, saying what they like & dislike about them.	making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy.	Select appropriate tools and techniques for making their product. Join and combine materials and components accurately in temporary and permanent ways Evaluate their work both during and at the end of the assignment	Select appropriate materials, tools and techniques Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	Evaluate product and explore different ingredients.
--	---	--	---	--	---

construction building - inside and outstide areas - planning and adapting ideas Forces-moving cars and wheels Building houses for the 3 little pigs Formidge -Pancakes -Panca		3D junk modelling	Food-fruit /veg	Food	Circuits and	Electrical systems	Textiles - upcycling
building - inside and outside areas - planning and adapting ideas planning and experience to help adapting ideas generate ideas suggest idea and wheels and wheels Building houses for the 3 little pigs Cooking Pancakes Porridge		and	salad	Preparing fruit and	switches -linked to	STABS - Buzz it	to make a bag
outside areas - planning and experience to help adapting ideas generate ideas Suggest ideas and Forces-moving cars and wheels are going to do and their own 4 other they are designing make. Cooking Select and use appropriate fruit and repersand make. Cooking Suggest ideas about what they are going to do. Cooking Suggest ideas about what they are going for do. Cooking Suggest ideas about what they are going to do. Cooking Suggest ideas about what they are going to do. Cooking Suggest ideas about what they are going to do. Cooking Suggest ideas about what they are going to do. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design and make. Cooking Suggest ideas about what they are going to do intend to design to the processes, and suggesting and identify a purpose of what has to be		construction		vegetables,	Science. Hands	games with	_
planning and adopting ideas Forces-moving cars and wheels Building houses for the 3 little pigs Pancakes -Pancakes -Paccoating -Pancakes -Decorating ginger-bread men Suggest ideas about what they and they are going to do. Identify a target group for what they and they are going to do. Identify a target group for what they and design and make. Identify a purpose of which as to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the group for what they intend to design and make. Develop their design considering the purposes for which they are designing brainstorming and identify a purpose for their product drawings from different views showing specific Suggest ideas about what they intend to design and make. Develop a clear idea Abservation. Suggest ideas about what they intend to design and make. Develop their design and make. Evaluate their product drawings from their deas showing specific for what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail design first attempts fail make. Evaluate their product so their deasign and make. Develop a clear idea Of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail different to equipment so for making if the first attempts fail different to equipment so different to equipment safely evaluate their product so their design and the design and make. Develop their dassign and make. Suggest ideas about what they intend to design and make. Evaluate their product so the purpose for which they are designing to do and different views showing specific for their deasign. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail different to equipment and processes, and make out accurate equipmen		building - inside and	Key Skills	including cooking:	free head lamp.	switches and	Key Skills
adapting ideas Forces-moving cars and wheels Building houses for the 3 little pigs Forceshales -Porridge -Porcidge -Decorating gingerbread men Suggest ideas about what they are going to do. Identify a purpose for what hey are going to do make. For cosking -Porridge -Decorating gingerbread men Suggest ideas about what they are going to do. Identify a purpose for what hey are designing brainstorming and identify a purpose of what has to be done, planning how to use materials, equipment and practices and practices and practices and practices and make. Evaluate their products as they are developed, identify ismple design riteral to design and make. Develop their does of making, if the first attempts fail design ideas Evaluate their products as they are developed, identifying begin to do. Evaluate their products as they are developed, identifying and make. Develop their design and make. Evaluate their products as they are developed, identifying and make. Develop their design and make. Evaluate their products as they are developed, identifying and make. Evaluate their products as they are developed, identifying and make. Evaluate their products as they are developed, identifying and make. Evaluate their products as they design ideas Evaluate their products and processes, and suggesting alternative methods of making, if the first attempts fail different tools and identify on their pounds and make. Evaluate their products and processes, and suggesting alternative methods of making, if the first attempts fail different tool and accurate an		outside areas -	Draw on their own	Vegetable soup		circuits	Generate ideas
Suggest ideas and explain what they and wheels Building houses for the 3 little pigs Cooking P-Pancakes Poecosting Poecoses and wegestables, processes and tools gingerbread men Suggest ideas about what they are going to do. Suggest ideas about what they are they are design and make. Suggest ideas about what they are developed, identify a target group for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify ing purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they intend to design and make. Suggest ideas about what they are developed, identify a purpose for what they are developed, identify ing purpose for what they are developed, identify ing purpose for what they are developed, identify a purpose for what they are d		planning and	experience to help		Key Skills		through
Forces-moving cars and wheels and wheels Building houses for the 3 little pigs Building houses for the 3 little pigs Cooking P-Pancakes P-Pancakes P-Pancakes P-Porridge P-Decorating gingerbread men they are going to do Louding, hygienic Todo. Suggest ideas about what they are design and parsonal hygiene Todo. Evaluate their Forces-moving cars and wheels And wheels Use basic food handling, hygienic Todo. Evaluate their Forces-moving cars and wheels And wheels Use basic food handling, hygienic products as they are developed, intend to design and make. Develop to clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail offerent to design and possible changes Develop their ideas Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail offerent to gain the first attempts fail offerent to specification for their design and their own & of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail offerent to specification for their design and the dose of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail offerent to gain the design of making if the first attempts fail offerent to gain the design of making, if the first attempts fail offerent to specification for their design and the does of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail offerent tools and use and occurrences. Evaluate their Products as they are developed, drawings & label drawings & la		adapting ideas	generate ideas	Key Skills	Generate ideas,	Key Skills	brainstorming and
and wheels Building houses for the 3 little pigs Building houses for the 3 little pigs Select and use appropriate fruit - Pornidge - Decorating gingerbread men December 4 handling, hygienic Suggest ideas about what they are going to do. Lightly a target group for what they intend to design and make. Building houses for the 3 little pigs Select and use appropriate fruit and vegetables, processes and tools gingerbread men Lightly a target group for what they are designing how to use materials, equipment and personal hygiene design criteria. Evaluate their products as they are designing tidently a purpose of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail design of make. Evaluate their products as they are designing didentify a purpose for their product their design on bevelop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail design criteria. Evaluate their products as they are designing ideas Through discussion & Make labelled drawings from different views showing specific attends to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail design criteria. Evaluate their products as they are developed, design or select tools & materials; equipment said adentify out accurately Develop their design and design and design and of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail design of make. Evaluate their products as they are developed, design spec. Evaluate products and identify a purpose of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail different vious			Suggest ideas and	Generate ideas by	considering the	Generate ideas	identify a purpose
Building houses for the 3 little pigs Select and use appropriate fruit and vegetables, processes and tools gingerbread men to design ame to d		Forces-moving cars	explain what they	drawing on their	purposes for which	through	for their product
Building houses for the 3 little pigs Gooking Pancakes Appropriate fruit and vegetables, processes and tools gingerbread men Suggest ideas about what they are going to do. Suggest ideas about what they are going to do. Identify a target group for what their besign and wake. Evaluate their besign and wake. Evaluate their besign and possible changes throught make. Evaluate their besign and possible changes through discussion different views showing specific specification for their design and different views showing specific features Draw up a specification for their design and different views showing specific features Draw up a specification for their design and different views showing specific features Draw up a specification for their design and different views showing specific features Draw up a specification for their design and different views showing specific features Draw up a specification for their done, planning how to use materials, equipment and processes, and for what they of what has to be done, planning how to use materials, equipment and processes, and make. Draw up a specific features Draw up a specific feature		and wheels	are going to do	own & other	they are designing	brainstorming and	-Draw up a
the 3 little pigs intend to design and make. Develop their ideas through discussion A observation. Select and use appropriate fruit and vegetables, processes and tools gingerbread men that they are going to do. Identify a target group for what they intend to design and make. Light of the sign and make. The 3 little pigs intend to design and make. Develop their ideas showing specific show			Identify a target	people's		identify a purpose	specification for
Make. Develop their ideas through discussion Select and use appropriate fruit and vegetables, processes and tools gingerbread men what they are going to do. Lidentify a target group for what they intend to design and make. Evaluate their products as they intend to design and make. Develop their ideas through discussion & observation. Lidentify a purpose for what they intend to design and make. Develop their ideas through discussion & observation. Lidentify a purpose for what they intend to design and make. Develop their ideas through discussion & observation. Lidentify a purpose for what they intend to design and make. Develop their ideas through discussion & observation. Lidentify a purpose for what they intend to design and make. Evaluate their products as they are developed, identifying strengths and possible changes Develop their ideas through discussion & observation. Lidentify a purpose for what they intend to design and processes and tools with the processes, and suggesting alternative methods of making if the first attempts fail of making, if the first attempts fail of making in the of making, if the first attempts fail of making in the first attempts fail of maki		Building houses for	group for what they	experiences.	Make labelled	for their product	their design -
Cooking Pancakes Porridge Pocorating gingerbread men Suggest ideas about what they are going to do. Evaluate their Develop a tear idea of what has to be dosign at make. Evaluate their products as they intend to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail parts. Evaluate their products as they are developed, identifying strengths and possible changes Develop their design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail of making if the first attempts fail of making, if the first attempts fail oparts. Evaluate products Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail of making if the first attempts fail of making, if the first attempts fail of making if the first attempts		the 3 little pigs	intend to design and		drawings from		Develop a clear idea
Cooking -Pancakes appropriate fruit and vegetables, -Decorating gingerbread men Suggest ideas about what they are going to do. Evaluate their group for what they are gory intend to design and make. Evaluate their products as they are going the design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail drawings & label identifying strengths and possible changes Develop their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail drawings & label identifying strengths and possible changes Develop their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail drawings & label identifying strengths and possible changes Develop their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail drawings & label identifying strengths and possible changes Develop their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail design if the quipment sail design and accurate equipment and processes, and suggesting alternative methods of making, if the first attempts fail design in the equipment and processes, and suggesting alternative methods of making, if the first attempts fail design in the equipment and processes, and suggesting alternative methods of making, if the first attempts fail design in the equipment and processes, and suggesting alternative methods of making, if the first attempts fail design in the equipment and processes, and suggesting alternative methods of making if the eq			make.	Develop their ideas		Draw up a	of what has to be
Pancakes Porridge Porridge Pocesses and tools gingerbread men Suggest ideas about what they are going to do. Identify a target group for what they intend to design and make. Identify a target group for what they intend to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail out accurate yintend to design and make. Identify a target group for what they intend to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail out accurate yintend to design and make. Evaluate their products as they drawings & label possible changes begin to select design ideas Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making, if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making, if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and mark out accurately Suggesting alternative methods of making if the first attempts fail Measure and accurate equipment				through discussion	showing specific	specification for	done, planning how
-Porridge -Decorating gingerbread men Use basic food handling, hygienic practices and tools what they are going to do. Evaluate their group for what they intend to design and make. Evaluate their group for what they intend to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail out accurate design ideas Evaluate their products as they are developed, intend to design and make. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail out accurate out accurate first attempts fail out accurate yintend to design and make. Evaluate their products as they are developed, identifying strengths and possible changes Develop their design ideas Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail out accurate voltage and identify out accurately Weasure and mark out accurately Evaluate products and identify use skills in using different tools and design spec. Evaluate their use vocab to name & used for their own equipment safely		<u>Cooking</u>	Select and use	& observation.	features	their design -	to use materials,
-Decorating gingerbread men Use basic food handling, hygienic practices and to do. Suggest ideas about what they are going to do. Evaluate their group for what they are developed, intend to design and make. Evaluate their group for what they are developed, intend to design and make. Develop their design ideas Develop their design into select tools & materials; use vocab to name & used for their own design spec. Evaluate their use vocab to name & used for their own design spec. Evaluate their use vocab to name & used for their own Develop their design into select to use vocab to name & used for their own Develop their design done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the design ideas design suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting alternative methods of making if the processes, and suggesting a		-Pancakes					equipment and
gingerbread men Use basic food handling, hygienic practices and what they are going to do. Evaluate their group for what they intend to design and make. Develop their design ideas Develop their design ideas Gingerbread men Use basic food handling, hygienic practices and handling, hygienic practices and personal hygiene Identify simple design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make Develop their design ideas Evaluate their use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail of making, if the first attempts fail of making, if the first attempts fail out accurately Evaluate products and identify use vocab to name & used for their own equipment safely done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail out accurate equipment safely Evaluate products and identify use vocab to name & used for their own equipment safely Evaluate their use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail out accurate equipment safely		-Porridge	and vegetables,	Identify a purpose	Develop a clear idea		processes, and
Suggest ideas about what they are going what they are going to do. Evaluate their products as they group for what they intend to design and make. Develop their design ideas Evaluate their products as they are developed, begin to select they might make design ideas Evaluate their products as they are developed, begin to select they might make tools & materials; design ideas Evaluate their products as they are developed, begin to select they might make tools & materials; use vocab to name & to do. Evaluate their processes, and suggesting alternative methods of making if the first attempts fail out accurate first attempts fail out accurately and accurate first attempts fail out accurately out accurately out accurately first attempts fail out accurately out accurately out accurately first attempts fail out accurately out accurately out accurately first attempts fail out accurate first attempts fail out accurately first attempts fail out accurate first attempts fail out accurately first attempts fail out accurate first attempts fail	0		· •			1	suggesting
what they are going to do. Evaluate their products as they group for what they intend to design and intend to design and make. Develop their design ideas Evaluate their products as they are developed, begin to select the make. Develop their design ideas Evaluate their products as they are developed, begin to select the make. Evaluate their products as they are developed, identifying the possible changes they might make tools & materials; and identify they might make tools & materials; use vocab to name & tools and the make are developed to design ideas Evaluate their processes, and suggesting alternative methods of making if the first attempts fail out accurate first attempts fail out accurately and accurate first attempts fail out accurately out accurately and accurate first attempts fail out accurately out accurately first attempts fail out accurately out accurately out accurately first attempts fail out accurate first attempts fail o	;	gingerbread men	1	intend to design &		1	alternative methods
what they are going to do. Evaluate their products as they group for what they intend to design and intend to design and make. Develop their design ideas Evaluate their products as they are developed, begin to select the make. Develop their design ideas Evaluate their products as they are developed, begin to select the make. Evaluate their products as they are developed, identifying the possible changes they might make tools & materials; and identify they might make tools & materials; use vocab to name & tools and the make are developed to design ideas Evaluate their processes, and suggesting alternative methods of making if the first attempts fail out accurate first attempts fail out accurately and accurate first attempts fail out accurately out accurately and accurate first attempts fail out accurately out accurately first attempts fail out accurately out accurately out accurately first attempts fail out accurate first attempts fail o	l ge			make.	· ·	equipment and	of making if the
to do. Evaluate their group for what they intend to design and make. Develop their Develop their design ideas Evaluate their Evaluate their Develop their design ideas Evaluate their Evaluate their Begin criteria. Suggesting alternative methods of making if the of making, if the first attempts fail first attempts fail out accurate Use skills in using adifferent too different tools and design spec. design ideas Evaluate their Use skills in using different tools and design spec. Evaluate their different too different too different tools and design spec. Evaluate their			l l		· · ·	1. 1	first attempts fail -
Evaluate their products as they are developed, intend to design and make. Evaluate their products as they are developed, identifying strengths and possible changes begin to select they might make design ideas Evaluate their products as they are developed, identifying parts. Evaluate their products as they are developed, identifying parts. Evaluate products and identify criteria that can be design ideas Evaluate their products as they are developed, identifying parts. Evaluate products and identify criteria that can be design spec. Evaluate their used for their own equipment safely			personal hygiene		processes, and		Measure and mark
Identify a target group for what they intend to design and make. Develop their design ideas Froducts as they are developed, are developed, identifying possible changes design ideas Froducts as they drawings & label possible changes design to select tools & materials; use vocab to name & Make simple drawings & label possible for making, if the first attempts fail - Measure and mark out accurately out accurately First attempts fail - Measure and mark out accurately Measure and mark out accurately Evaluate products and identify oriteria that can be used for their own equipment safely Evaluate the		to do.		design criteria.	33 3		out accurately
group for what they intend to design and identifying strengths and possible changes design ideas group for what they intend to design and identifying strengths and possible changes design ideas group for what they might make tools & materials; use vocab to name & first attempts fail where and mark out accurately out accurately sequipment so and accurate Evaluate products and identify criteria that can be used for their own equipment safely equipment safely equipment safely equipment safely equipment safely equipment safely						_	Use skills in using
intend to design and make. Strengths and possible changes Begin to select							different tools and
make. strengths and possible changes Begin to select and identify Use skills in using against the or Develop their they might make tools & materials; and identify criteria that can be different tools and design spec. Evaluate their use vocab to name & used for their own equipment safely Evaluate the					first attempts fail		equipment safely
possible changes Begin to select and identify Use skills in using against the order they might make design ideas Evaluate their use vocab to name & used for their own equipment safely Evaluate the		_		parts.		out accurately	
Develop their they might make tools & materials; criteria that can be different tools and design spec. design ideas Evaluate their use vocab to name & used for their own equipment safely Evaluate the		make.	_				Evaluate a product
design ideas Evaluate their use vocab to name & used for their own equipment safely Evaluate the				1 2			against the original
				I			
applying findings product by asking describe them. designs and accurately product.				describe them.	designs		product.
from their earlier questions about Evaluate a product			·				
ideas. Make their what they have Use tools safely & Select appropriate against the original			· · · · · · · · · · · · · · · · · · ·				
design using some made and how they appropriately. tools and design specification				appropriately.			
appropriate have gone about it techniques for Evaluate it			have gone about it		· · · · · · · · · · · · · · · · · · ·		
techniques Assemble, join & making their personally and seek				•	_		
-Assemble with help combine materials product evaluation from		•		combine materials	product		
- join and combine others		- Join and combine				others	

materials and	in order to make a	Join and combine	
components	product.	materials and	
together using a		components	
variety of	Follow safe	accurately in	
temporary methods	procedures for	temporary and	
e.g. glues or	food safety &	permanent ways	
masking tape	hygiene.		
		Evaluate their work	
Select and use	Choose & use	both during and at	
appropriate fruit	appropriate	the end of the	
and vegetables,	finishing	assignment	
processes and tools	techniques.		
		Evaluate their	
Use basic food	Evaluate against	products carrying	
handling, hygienic	design criteria.	out appropriate	
practices and		tests.	
personal hygiene	Evaluate their		
	products as they		
Evaluate their	are developed,		
product by	identifying		
discussing how well	strengths &		
it works in relation	possible changes		
to the purpose	they might make.		
Evaluate their	Talk about their		
products as they	ideas, saying what		
are developed,	they like & dislike		
identifying	about them.		
strengths and			
possible changes			
they might make			
Evaluate their			
product by asking			
questions about			
what they have			
made and how they			
have gone about it			
y	ı	l l	

		Grow our own	Mechanisms -	Textiles	Food - healthy and	Healthy eating	Frame Structures	Pulleys and gears -
ı I		vegetables, prepare	Simple moving	Templates and	varied diet	-Making a toastie		fairground ride
		and eat them	animals	joining:	Making sandwiches	(link to PSHE and	Make a kite	
		Make minibeast		Making a glove		Science)		<u>Key Skills</u>
		puppets	<u>Key Skills</u>	puppet	<u>Key Skills</u>		<u>Key Skills</u>	Generate ideas
		Clay minibeasts	Draw on their own		Generate ideas for	Key Skills	Generate ideas	through
		•	experience to help	<u>Key Skills</u>	an item, considering	Generate ideas,	through	brainstorming and
		Make different	generate ideas	Generate ideas by	its purpose and the	considering the	brainstorming and	identify a purpose
		landmarks	Suggest ideas and	drawing on their	user/s.	purposes for which	identify a purpose	for their product
			explain what they	own & other		they are designing	for their product	
		Suggest ideas about	are going to do	people's	Identify a purpose			Draw up a
		what they are going to do	-1	experiences.	and establish	Make labelled	Draw up a	specification for
		Make their design	Identify a target	S 1 01 1 1 1	criteria for a	drawings from	specification for	their design
		using some	group for what	Develop their ideas		different views	their design	No. 1 and 1 and 1 a
		appropriate	they intend to	through discussion,	successful product.	showing specific	No. 1 and 1 and 1 and	Develop a clear idea
		techniques	design and make Model their ideas in	observation, drawing &	Plan the order of	features	Develop a clear idea of what has to be	of what has to be done, planning how
		With help mark	card and paper	modelling.		Develop a clear idea	done, planning how	to use materials,
	,	out, cut and shape a	Make their design	modelling.	their work before	of what has to be	to use materials,	equipment and
	હ	range of materials	using appropriate	Identify a purpose	starting	done, planning how	equipment and	processes, and
	Summer	, ange of marerials	techniques	for what they		to use materials,	processes, and	suggesting
	Su	Use tools eg	With help measure,	intend to design &	Explore, develop	equipment and	suggesting	alternative
		scissors and a hole	mark out, cut and	make.	and communicate	processes, and	alternative	methods of making
		punch safely	shape a range of	Than to	design proposals by	suggesting	methods of making	if the first
		Assemble with help	materials	Identify simple	modelling ideas	alternative methods	if the first	attempts fail
		join and combine		design criteria.		of making, if the	attempts fail	Use results of
		materials and	Use tools eg		Make drawings with	first attempts fail	Use results of	investigations,
		components	scissors and a hole	Make simple	labels when		investigations,	information
		together using a	punch safely	drawings & label	designing	Evaluate products	information	sources, including
		variety of	Assemble, join and	parts.		and identify	sources, including	ICT when
		temporary methods	combine materials		Demonstrate	criteria that can be	ICT when	developing design
		e.g. glues or	and components	Begin to select	hygienic food	used for their own	developing design	ideas
		masking tape	together using a	tools & materials;	preparation and	designs	ideas	
		-Select and use	variety of	use vocab to name &	storage			Select appropriate
		appropriate fruit	temporary methods	describe them.		Select appropriate	Select appropriate	materials, tools and
		and vegetables,	e.g. glues or		Use finishing	tools and	materials, tools and	techniques
		processes and tools	masking tape	Measure, cut &	techniques	techniques for	techniques	
		112-1-2-6-1		score with some	strengthen and	making their		Use skills in using
		Use basic food	Use simple finishing	accuracy.	improve the	product	Use skills in using	different tools and
		handling, hygienic	techniques to		improve the		different tools and	

Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it. Key Skills - EYO and ELGs 30-50months (EMM) -Uses various construction materialsBeginning to construct, stacking blocks vertically and horizontally, making enclosures -Joins construction pieces together to	appearance of their product Evaluate their product by discussing how well it works in relation to the purpose Evaluate their product by asking questions about what they have made and how they have gone about it Freestanding structures-playground Key Skills Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Make their design using appropriate techniques With help measure, mark out, cut and	appropriately. Assemble, join & combine materials in order to make a product. Cut, shape & join fabric to make a simple garment; Use basic sewing techniques. Choose & use appropriate finishing techniques. -Evaluate against design criteria. -Evaluate their products as they are developed, identifying strengths & possible changes they might make. -Talk about their ideas, saying what they like & dislike about them.	product using a range of equipment including ICT Shell structures - making packing for the sandwiches Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Use finishing techniques	cut and shape a range of materials, using appropriate tools, equipment and techniques Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests.	and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others
---	--	--	---	--	---	---

-Realises tools can	Use tools eg	product using a	
be used for a	scissors and a hole	range of equipment	
purpose.	punch safely	including ICT	
	Assemble, join and		
40-60months	combine materials		
(EMM)	and components		
-Manipulates	together using a		
materials to achieve	variety of		
a planned effect.	temporary methods		
-Constructs with a	e.g. glues or		
purpose in mind,	masking tape		
using a variety of	Use simple finishing		
resources.	techniques to		
-Uses simple tools	improve the		
and techniques	appearance of their		
competently and	product		
appropriately.	Evaluate their		
-Selects	product by		
appropriate	discussing how well		
resources and	it works in relation		
adapts work where	to the purpose		
necessary.	Evaluate their		
-Selects tools and	products as they		
techniques needed	are developed,		
to shape, assemble	identifying		
and join materials	strengths and		
they are using.	possible changes		
	they might make		
ELG - EMM	Evaluate their		
-They safely use	product by asking		
and explore a	questions about		
variety of	what they have		
materials, tools and	made and how they		
techniques.	have gone about it		
-They represent			
their own ideas,			
thoughts and			
feelings through			
design and			
technology.			