

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Focus: Food Technology Make a product from fresh ingredients	Focus: Construction Make a strong structure	Focus: Textiles Join 2 pieces of fabric with glue
	Design - Produce simple designs Make - Use a variety of food products - Selects and uses simple tools and techniques appropriately and safely - Knows to wash hands before preparing food Evaluate - Talk about what has been made	Design - Produce simple designs Make - Use a variety of construction materials - Selects and uses simple tools and techniques appropriately and safely - Constructs with purpose in mind Evaluate - Talk about what has been made	Design - Produce simple designs Make - Use a variety of materials - Selects and uses simple tools and techniques appropriately and safely - Constructs with purpose in mind Evaluate - Talk about what has been made
Year One	Focus: Food Technology Make a food product from fresh healthy ingredients	Focus: Construction Make a strong and stable structure	Focus: Textiles Join 2 pieces of fabric using a running stitch
	Design: - Produce labelled designs for an intended user Make: - Cut, peel or grate ingredients safely and hygienically - Use knives safely to cut food (with help) - Make a food product - Know to wash hands and keep work surfaces clean when preparing food Evaluate - Talk about design ideas and what is being made - Evaluate products and suggest improvements	Design: - Produce labelled designs for an intended user Make: - Glue materials to make and strengthen products - Join materials so they are strong - Cut and shape materials safely using tools provided - Use glue and other joining techniques to combine materials - Know that by folding, joining or rolling materials become stronger Evaluate - Talk about design ideas and what is being made - Evaluate products and suggest improvements	Design: - Produce labelled designs for an intended user Make: - Join textiles using the running stitch - Measure, mark out and cut fabric - Make a textile based product that looks neat and tidy - Be able to alter a textile to make it stronger Evaluate - Talk about design ideas and what is being made - Evaluate products and suggest improvements

Year Group	Autumn Term	Spring Term	Summer Term
Year Two	Focus: Food Technology Adapt a recipe in order to make a product which is both healthy and savoury	Focus: Construction Make a product with a mechanism	Focus: Textiles Use a template, join fabric using running stitch. Embellish with cross stitch to make a pennant
	Design: - Produce designs for a product based on given design criteria - Choose a final design to make giving reasons why Make: - Measure/weigh ingredients accurately using measuring cups or electronic scales - Prepare food safely and hygienically. Describe what this means - Know how to best store the product for long-life and hygiene Evaluate: - Investigate a range of products, suggest how ideas can be adapted for own products - Evaluate finished products based on the supplied design criteria	Design: - Produce designs for a product based on given design criteria - Choose a final design to make giving reasons why Make: - Explore and use products that move by using a mechanism - Explore how moving objects work - Examine wheels, axels, turning mechanisms, hinges and/or simple levers - Make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement) - Choose materials suitable for the job to ensure the product works well - Measure and mark out materials with care - Use a range of joins Evaluate: - Investigate a range of products and suggest how they could adapt the ideas for their designs/products Evaluate finished products based on the supplied design criteria	Design: - Produce designs for a product based on given design criteria - Choose a final design to make giving reasons why Make: - Shape textiles using templates - Colour and decorate textiles using a number of techniques - Explain why specific textiles have been chosen - Use cross stitch in their textile work Evaluate: - Investigate a range of products and suggest how they could adapt the ideas for their designs/products - Evaluate finished products based on the supplied design criteria

Year Group	Autumn Term	Spring term	Summer Term
Year Three	Focus: Food Technology Prepare a healthy soup using seasonal vegetables	Focus: Construction Make a strong and stable structure taking into account appropriateness and suitability of materials	Focus: Textiles Join fabric with appropriate stitching and techniques and add appropriate finishing touches using over stitch/back tack
	Design: - Explain how designs match users' needs - Produce a set of labelled designs (both initial and final) indicating materials to be used and measurements required - Indicate any changes required to their original design on their final design - Use research to gather ideas to inform their designs Make: - Work in a safe and hygienic way - Measure out ingredients by weight or quantity, using scales where appropriate - Follow a recipe if needed - Select a range of ingredients which complement each other - Cook a product to change the nature of the raw ingredients Evaluate: - Evaluate existing products with regard to purpose - Evaluate the finished product based on the design criteria, including the quality of the finished product	Design: - Explain how designs match users' needs - Produce a set of labelled designs (both initial and final) indicating materials to be used and measurements required - Indicate any changes required to their original design on their final design - Use research to gather ideas to inform their designs Make: - Use scoring, and folding to shape materials accurately - Make cuts (scissors, snips, saw) accurately - Make holes (punch, drill) accurately - Work precisely so that products have a high quality finish - Select the most appropriate techniques and tools to make a product - Identify solutions to problems as they happen - Combine a number of components well in a product - Join materials to make products using both permanent and temporary fastenings - Make strong, stiff, shell 3D structures - Fold join or by shape (columns, triangles) to strengthen products Evaluate: - Evaluate existing products with regard to purpose Evaluate the finished product based on the design criteria, including the quality of the finished product	Design: - Explain how designs match users' needs - Produce a set of labelled designs (both initial and final) indicating materials to be used and measurements required - Indicate any changes required to their original design on their final design - Use research to gather ideas to inform their designs Make: - Use sharp scissors accurately to cut textiles - Know that the texture and other properties of materials affect choices - Choose a textile for its suitability and appearance - Select the most appropriate tools and techniques for a given task - Join two pieces of material together with some skill using previously taught stitches Evaluate: - Evaluate existing products with regard to purpose - Evaluate the finished product based on the design criteria, including the quality of the finished product

Year Group	Autumn Term	Spring Term	Summer Term
Year Four	Focus: Food Technology Make a healthy alternative to a traditional snack	Focus: Construction Make a product including a mechanical/electrical system	Focus: Textiles Make pattern/template and join two pieces of fabric together using back stitch
	Design - Explain how designs match users' needs - Produce a detailed set of labelled designs indicating materials, tools, methods and measurements - Make design decisions and modify as necessary original designs that reflect changing needs - Research to gather ideas to inform designs Make - Present the finished food product to impress the intended user - Chop and slice food into different sized pieces - Assemble or cook ingredients (controlling the temperature of the oven or hob if cooking) - Measure ingredients to the nearest gram accurately - Know how to be safe and hygienic when using food and appropriate utensils Evaluate - Evaluate existing products to inform own designs - Evaluate a finished product based on appearance, purpose, quality and user's needs	Design - Explain how designs match users' needs - Produce a detailed set of labelled designs indicating materials, tools, methods and measurements - Make design decisions and modify as necessary original designs that reflect changing needs - Research to gather ideas to inform designs Make - Select appropriate techniques and tools to make a product - Identify viable solutions to problems as they happen - Make a product that uses mechanical components - Apply a good finish to the product so that a user will find it both useful and attractive - Apply mechanisms to create movement. - Combine a number of components with skill in a product - Work precisely so that products have a high quality finish - Know how mechanical systems such as levers and linkages or pneumatic systems create movement - Know that mechanical systems have an input, process and output Evaluate - Evaluate existing products to inform own designs - Evaluate a finished product based on appearance, purpose, quality and user's needs	Design - Explain how designs match users' needs - Produce a detailed set of labelled designs indicating materials, tools, methods and measurements - Make design decisions and modify as necessary original designs that reflect changing needs - Research to gather ideas to inform designs Make - Know that a single fabric shape can be used to make a 3D textiles product - Join two pieces of material together using backstitch - Understand the need for a seam allowance - Understand that textiles and other properties of materials effect choice - Mark out using patterns and templates Evaluate - Evaluate existing products to inform own designs - Evaluate a finished product based on appearance, purpose, quality and user's needs

Year Group	Autumn Term	Spring Term	Summer Term
Year Five	Focus: Food Technology Prepare and make a plant based aesthetically pleasing product	Focus: Construction Make a product which incorporates a range of mechanical systems	Focus: Textiles Make a product which includes a seam allowance, joining two pieces of fabric using blanket stitch
	Design - Make design decisions taking account of constraints such as time and resources - Produce a detailed set of labelled designs, including computer-aided designs, indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews and questionnaires to inform design decisions - Explain changes to their original designs at all stages of the process Make - Chop and slice, adapting the size of the pieces, based on the requirements of the recipe - Use a selection of ingredients to meet an identified need. - Know that some people have allergies to certain foods that can affect their health - Work in a safe and hygienic way - Adapt a recipe to alter or change the appearance, taste, texture and aroma - Present and package a food product using other DT skills - Know that some foods may not be eaten raw, as it is unsafe - Understand that cooking alters the flavour and texture of foods and use this knowledge in designs - Measure accurately using various scales e.g. g/kg, ml/l - Know that food and drink contains different food and substances needed for health Evaluate - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification	Design - Make design decisions taking account of constraints such as time and resources - Produce a detailed set of labelled designs, including computer-aided designs, indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews and questionnaires to inform design decisions - Explain changes to their original designs at all stages of the process Make - Select the techniques and tools to make a product - Know how mechanical systems (levers & linkages/pneumatic systems cams /pulleys/gears create movement - Know that mechanical systems have an input, process and output - Improve a product after testing - Finish a product well in a way that would appeal to users - Explore mechanical movement using hydraulics and pneumatics - Apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes) - Make cuts accurately and reject pieces that are not accurate and improve their technique - Make holes accurately - Work precisely so that products have a high quality finish - Know how more complex mechanical components can be used to create functional products Evaluate - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification	Design - Make design decisions taking account of constraints such as time and resources - Produce a detailed set of labelled designs, including computer-aided designs, indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews and questionnaires to inform design decisions - Explain changes to their original designs at all stages of the process Make - Join two pieces of material together using the blanket stitch - Create objects that require a seam allowance - Be able to take into account views of intended users when designing and making a textile product - Use structural changes such as plaiting or weaving to create new products such as rope belts, bracelets etc. Evaluate - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification - Evaluate the design and finished product based on appearance, purpose, quality and user's needs - Evaluate their ideas and other people's products against the original design specification

Year Group	Autumn Term	Spring Term	Summer Term
Year Six	Focus: Food Technology Make a steamed sponge pudding, taking into account budget constraints and ratio	Focus: Construction Make and improve (by strengthening/ reinforcing a structure) which includes an electrical system	Focus: Textiles Join fabric using a combination of stitching techniques taking into account join, appearance and purpose
	Design - Make design decisions taking account of constraints such as time, resources and cost - Explain and justify changes to their original designs at all stages of the process - Produce a detailed set of labelled designs (for example cross sectional diagrams, exploded diagrams and computer-aided designs) indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews, questionnaires and web based resources to inform design decisions Make - Use a range of tools and techniques to produce the desired effect - Measure accurately and calculate ratios of ingredients to scale up or down - Explain how products should be stored and give reasons why - Create and refine recipes including ingredients, methods, cooking times and temperatures - Take into account consumer needs and health implications, e - Name a range of different substances found in food and drink that are needed for health Evaluate - Evaluate ideas and other people's products against the original design specification (including cost and alternative ingredients) - Critically evaluate the quality of the design, manufacture and fitness for purpose of the products throughout the designing and making process	Design - Make design decisions taking account of constraints such as time, resources and cost - Explain and justify changes to their original designs at all stages of the process - Produce a detailed set of labelled designs (for example cross sectional diagrams, exploded diagrams and computer-aided designs) indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews, questionnaires and web based resources to inform design decisions Make - Choose components that can be controlled by switches or by ICT equipment - Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave - Make a well finished product using a range of art and other finishing techniques - Use precise electrical connections - Select materials based on the final finished product's use - Make a product that has a high degree of precision and does the intended job well - Finish a product to add extra appeal - Measure and select materials with cost and workability in mind - Make very careful and precise measurements so that joins, holes and openings are in exactly the right place - Ensure that edges are finished by sometimes adding other materials. (e.g. edging strips) - Make a product that is well received by intended users - Hide some joints for aesthetic effect	Design - Make design decisions taking account of constraints such as time, resources and cost - Explain and justify changes to their original designs at all stages of the process - Produce a detailed set of labelled designs (for example cross sectional diagrams, exploded diagrams and computer-aided designs) indicating materials, tools, methods and measurements required to produce the finished product - Carry out research using surveys, interviews, questionnaires and web based resources to inform design decisions Make - Use a combination of stitches to create the desired product - Use the most appropriate stitch for the task taking into consideration join, appearance and purpose - Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles, e.g. a soft decoration for comfort on a cushion - Make a textile product with an awareness of its commercial appeal - Join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product Evaluate - Evaluate ideas and other people's products against the original design specification (including cost and sustainability) - Critically evaluate the quality of the design, manufacture and fitness for purpose of the products throughout the designing and making process

		• Know how more complex electrical circuits can be used to create functional products • Know how to program a computer and control their products, e.g. to monitor changes in the environment Evaluate • Evaluate ideas and other people's products against the original design specification (including cost and sustainability) • Critically evaluate the quality of the design, manufacture and fitness for purpose of the products throughout the designing and making process	
--	--	--	--