



## Whole School Design and Technology Curriculum 2025 – 2026

|          | AUTUMN   | SPRING  | SUMMER  |
|----------|--|---|---|
| EYFS     | <b>Expressive Arts and Design and Physical Development</b><br>Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness. In our EYFS class children can develop their skills which will enable to develop their proficiency, control, and confidence in using a variety of tools and equipment. <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul> |   |   |
| Year 1/2 | <b>Build – Moving pictures</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, mechanical systems, levers and sliders, structure, and materials.</li> <li>• <b>Skills</b> - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.</li> </ul>   | <b>Cook – Pizza</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – Processed vs homemade, preserving food, history of food, savoury</li> <li>• <b>Skills</b> – following simple recipes, tearing, cutting and slicing, kneading, rolling and shaping dough, cutting and slicing.</li> </ul>   | <b>Sew – Pencil Cases</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, using materials, properties of different materials, joining fabric together</li> <li>• <b>Skills</b> - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.</li> </ul>   |
| Year 3/4 | <b>Build – pop up books</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, making with card</li> <li>• <b>Skills</b> - research and investigate (folding), design (devising criteria), make (select tools), use, and evaluate against criteria.</li> </ul>  | <b>Make – bread and butter</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – Processed vs homemade, preserving food, history of food, savoury</li> <li>• <b>Skills</b> – following simple recipes, tearing, cutting and slicing, kneading, rolling and shaping dough, cutting and slicing.</li> </ul>  | <b>Make - Keyrings</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, using materials, properties of different materials, joining fabric together</li> <li>• <b>Skills</b> - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.</li> </ul>  |
| Year 5/6 | <b>Build – Electrical Toys</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, user and purpose, electrical systems: circuits, batteries, bulbs, buzzers and motors, structures and materials to make a product with an electrical circuit.</li> <li>• <b>Skills</b> - research and investigate (examples of products), design (devising criteria, make (select tools, materials for making, connecting components, cutting, joining), use and evaluate against criteria.</li> </ul>   | <b>Build – Water Wall</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, mechanisms (pulleys), Structures and materials, plastics pollution, use of electricity, engineers' systems.</li> <li>• <b>Skills</b> - research and investigate (investigating water wall and pulley), design (devising criteria), make (select tools), use and evaluate against criteria.</li> </ul> | <b>Sew – Upcycling Fashion</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – process of design, fashion and globalisation, waste and pollution, upcycling, process for making clothes. <b>Skills</b> - research and investigate (fast fashion), design (devising criteria), make (experimenting with upcycling), use and evaluate (written evaluation and photographs).</li> </ul> <b>Cook – Mezze</b> <ul style="list-style-type: none"> <li>• <b>Concepts</b> – sweet/savoury, balanced diet, wheat production, using yeast, cooking from different cultures.</li> <li>• <b>Skills</b> – following recipes, chopping, and grating, soaking, mixing and mashing, seasonings.</li> </ul> |