



Whole school Design and Technology Curriculum Cycle A

	AUTUMN	SPRING	SUMMER
EYFS	Expressive Arts and Design and Physical Development 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 them to develop their proficiency, control, and confidence in using a variety of tools and equipment. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand. - 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.		
Year 1/2	Cook – Pizza Concepts – Processed vs homemade, preserving food, history of food, savoury Skills – following simple recipes, tearing, cutting and slicing, kneading, rolling and shaping dough, cutting and slicing.	Build – Moving pictures Concepts – process of design, mechanical systems, levers and sliders, structure, and materials. Skills - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.	Sew – Pencil Cases Concepts – process of design, using materials, properties of different materials, joining fabric together Skills - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.
Year 3/4	Build – pop up books Concepts – process of design, making with card Skills - research and investigate (folding), design (devising criteria), make (select tools), use, and evaluate against criteria.	Make – bread and butter Concepts – Processed vs homemade, preserving food, history of food, savoury Skills – following simple recipes, tearing, cutting and slicing, kneading, rolling and shaping dough, cutting and slicing.	Make - Keyrings Concepts – process of design, using materials, properties of different materials, joining fabric together Skills - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.
Year 5/6	Build – Electrical Toys Concepts – 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. Skills - research and investigate (examples of products), design (devising criteria, make (select tools, materials for making, connecting components, cutting, joining), use and evaluate against criteria.	Sew – Upcycling Fashion Concepts – process of design, fashion and globalisation, waste and pollution, upcycling, process for making clothes. Skills - research and investigate (fast fashion), design (devising criteria), make (experimenting with upcycling), use and evaluate (written evaluation and photographs). Cook – Mezze Concepts – sweet/savoury, balanced diet, wheat production, using yeast, cooking from different cultures. Skills – following recipes, chopping, and grating, soaking, mixing and mashing, seasonings.	Build – Water Wall Concepts – process of design, mechanisms (pulleys), Structures and materials, plastics pollution, use of electricity, engineers' systems. Skills - research and investigate (investigating water wall and pulley), design (devising criteria), make (select tools), use and evaluate against criteria.



Whole school Design and Technology Curriculum Cycle B

	AUTUMN	SPRING	SUMMER
EYFS	Expressive Arts and Design and Physical Development 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. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand. - 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.		
Year 1/2	Cook – Dips, vegetables and Jam tarts Concepts – nutrition, sweet vs savoury, cooked vs raw Skills – following instructions, measuring, using a knife safely, cutting and chopping, bridge and claw technique.	Sew – Animal Sock Puppets Concepts – process of design, properties of a range of materials, reusing/recycling materials, fixing fabric together. Skills - research and investigate (explore existing products), design (understanding criteria), make (select tools), use, and evaluate against criteria.	Build - vehicles Concepts – process of design, vehicles: users and purpose, mechanical systems wheel and axles, materials – properties and functionality. Skills – research and investigate (explore different types of vehicles), design (user, purpose, function, appeal), make (select tools), use, and evaluate against criteria.
Year 3/4	Sew – Cushions Concepts – process of design, making with fabric, properties of fabric, decoration. Skills - research and investigate (appliqué, running stitch), design (devising criteria), make (select tools), use, and evaluate against criteria	Build – Moving Miniature Playground Concepts – process of design, mechanical systems, gears, structure and materials, electrical systems. Skills - research and investigate (gears – examples of product), design (devising criteria), make (select tools), use, and evaluate against criteria	Cook – Ratatouille, Couscous and Apple Crumble Concepts – sweet/savoury, food from France and Africa, healthy diet, and different parts of a plant Skills – following recipes, using knife, bridge, and claw method, soaking, and weighing using scales.
Year 5/6	Sew – Christmas Sack Concepts – process of design, making with fabric, properties of fabric, decoration. Decoration—appliqué, embroidery, buttons, gluing Skills - research and investigate (appliqué, running stitch), design (devising criteria), make (select tools), use and evaluate against criteria	Build – Electrical Toys Concepts – 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. Skills - research and investigate (examples of products), design (devising criteria, make (select tools, materials for making, connecting components, cutting, joining), use and evaluate against criteria	Cook – scones Concepts – sweet/savoury, balanced diet, wheat production, using yeast, cooking from different cultures. Skills – following recipes, chopping, and grating, soaking, mixing and mashing, seasonings.