|  |  |  |  |
| --- | --- | --- | --- |
|  | DT 1 | DT 2 | DT 3 |
| Year 1 | Moving minibeasts | Eat more fruits and vegetables  | Stable structures |
| Year 2 | Puppets | Vehicles | Perfect pizzas |
| Year 3 | Storybooks | British inventors | Mini Greenhouses  |
| Year 4 | Seasonal stockings | Light-up signs | Seasonal food |
| Year 5  | Bird Houses | Fashion and textiles | Building bridges |
| Year 6  | Chinese inventions | Programing pioneers | Burgers |



 Year 1 Year 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Objective | Moving minibeasts  | Eat more fruit and vegetables | Stable Structures |  | Puppets | Vehicles | Perfect pizzas |
| Design purposeful, functional, appealing products for themselves and other users based on a design criteria.  |  |  |  |  |  |  |  |
| Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| Explore and evaluate a range of existing products.  |  |  |  |  |  |  |  |
| Evaluate their ideas and products against design criteria.  |  |  |  |  |  |  |  |
| Build structures, exploring how they can be made stronger, stiffer and more stable.  |  |  |  |  |  |  |  |
| Explore and use mechanisms (for example, levers, sliders, wheels and axels), in their products.  |  |  |  |  |  |  |  |
| Use the basic principles of a healthy and varied diet to prepare dishes.  |  |  |  |  |  |  |  |
| Understand where food comes from.  |  |  |  |  |  |  |  |



 Year 3 Year 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Objective | Storybooks  | British inventors  | Mini Greenhouses |  | Seasonal Stockings  | Light-up signs | Seasonal Food |
| Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.  |  |  |  |  |  |  |  |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| 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  |  |  |  |  |  |  |  |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  |  |  |  |  |  |  |  |
| Understand and use mechanical systems in their product. .  |  |  |  |  |  |  |  |
| Understand and use electrical systems in their product.  |  |  |  |  |  |  |  |
| Apply their understanding of computing to programme, monitor, and control their products.  |  |  |  |  |  |  |  |
| Understand and apply the principles of a healthy and varied diet.  |  |  |  |  |  |  |  |
| Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |  |  |  |  |  |  |  |
| Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  |  |  |  |  |  |  |  |



 Year 5 Year 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Objective | Bird Houses  | Fashion & Textiles  | Building Bridges  |  | Chinese Invention | Programming Pioneers | Burgers |
| Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.  |  |  |  |  |  |  |  |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| 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  |  |  |  |  |  |  |  |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  |  |  |  |  |  |  |  |
| Understand and use mechanical systems in their product. .  |  |  |  |  |  |  |  |
| Understand and use electrical systems in their product.  |  |  |  |  |  |  |  |
| Apply their understanding of computing to programme, monitor, and control their products.  |  |  |  |  |  |  |  |
| Understand and apply the principles of a healthy and varied diet.  |  |  |  |  |  |  |  |
| Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |  |  |  |  |  |  |  |
| Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  |  |  |  |  |  |  |  |