

National Curriculum

School: EdisonLearning Ltd

Design & Technology KS1

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 4 Term 1	Year 4 Term 2	Year 4 Term 3	Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 6 Term 1	Year 6 Term 2	Year 6 Term 3
<b>What's the weather like today?</b>																		
Why do we play with different toys	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Hello, I am new here...	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
What can we learn about our world	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Starry Night	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Why is water so precious?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Where could we go for a great day	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Where did it happen? When did it happen?</b>																		
Can party food be healthy?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Pride in Place.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
What is the best way for Mrs Armitage to grow her vegetables?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Where do Bong trees grow?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
What makes us like other animals	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
How did families have fun in the past	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
How have the ancient Greeks influenced our lives?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Developing a Global Dimension	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Learners taught to:

**Design**

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

select from and use a range of tools and equipment to perform practical tasks such as 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

**Evaluate**

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

**Technical knowledge**

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example levers, sliders, wheels and axles] in their products.

**Cooking and Nutrition**

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

**Overall**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Design & Technology KS2

	Where did it happen? When did it happen?	Year 3	Year 4	Year 5	Year 6
<b>Learners taught to:</b>		Year 3 Term 1	Year 3 Term 1	Year 3 Term 2	Year 3 Term 2
<b>Design</b>		Year 3 Term 3	Year 3 Term 3	Year 3 Term 3	Year 3 Term 3
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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		●	●	●	●
<b>Make</b>					
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		●	●	●	●
<b>Evaluate</b>					
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			●	●	□
<b>Technical knowledge</b>					
apply their understanding of how to strengthen, stiffen and reinforce more complex structures		●	●	●	●
understand and use mechanical systems in their products [for example gears, pulleys, cams, levers and linkages]			●	●	□
understand and use electrical systems in their products [for example series circuits incorporating switches, bulbs, buzzers and motors]		●	□	□	□
apply their understanding of computing to programme, monitor and control their products.		●	□	□	□
<b>Cooking and Nutrition</b>					
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.			●	□	□
<b>Overall</b>					
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>					