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|  | **Term 1** | **Term 2** | **Term 3** | **Additional Cooking skills**  **Not necessarily DT with design (could be following a recipe)** |
| Nursery | **PD**  -Use one-handed tools, equipment.  **UTW**  -Explore collections of materials with similar and/or different properties.  -Explore how things work.  -Show interest in different occupations.  **EAD**  -Explore different materials freely in order to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures. | **PD**  -Match their developing physical skills to tasks and activities in the setting.  -Choose the right resources to carry out their own plan.  -Make healthy choices about food, drink, activity and tooth brushing.  **UTW**  -Talk about the differences between materials and changes they notice. | Puppets and Pop-ups -  Transition to Reception |  |
| Reception | **Innovate Project - Dangerous Dinosaurs**  **EAD**  ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  ELG – Share their creations, explaining the process they have used. | **UW - Marvellous Machines**  **UW**  - Explore how things work.  **PD**  -Develop their small motor skills so they can use a range of tools competently, safely and confidently.  **EAD**  -Create collaboratively sharing ideas, resources and skills.  -Use pictures, interests and experiences to inspire their creations.  ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  ELG – Share their creations, explaining the process they have used. | **PD**  -Know and talk about the different factors that support their overall health and wellbeing.  **EAD**  -Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **Food Technology (Jigsaw- Healthy me)** Purpose- Can you make a healthy snack? Spring 2  **Food Technology- Big Wide World** Can you follow a recipe? Summer 1 **Food Technology- Measures** Purpose- Can you weigh ingredients? Maths. Summer 1 |
| Year 1/2  Cycle A | **Technical Knowledge- Structures - Beach Hut** Purpose: Can you design and make a functional beach hut? | **Food Technology – Movers and Shakers**  **Companion Project – Remarkable Recipes**  Purpose – Can you plan a school meal? | **Technical Knowledge - Mechanisms – Castles**  Purpose: Can you build a strong structure that contains a winding mechanism to move the drawbridge? | **Food Technology – Gingerbread Men**  Purpose – Can you follow a recipe? – English. Autumn 2 |
| Year 1/2  Cycle B | **Design, Make, Evaluate – Titanic**  **(Floating and sinking)** Purpose: Can you create a ship that will float and hold a Lego man? | **Food Technology – Muck, Mess and Mixtures**  Purpose: Can you design and make a pizza with a healthy topping? | **Design, Make, Evaluate – Textiles – The Enchanted Wood**  Purpose: Can you design and create a woodland crown?  **Food Technology – Bright Lights, Big City**  Purpose: Can you bake bread? |  |
| Year 3/4  Cycle A |  | **Design - Mighty Metals**  Purpose: Can I design a spinner based on research?  Technical Knowledge – Levers  Seesaws  Design, Make, Evaluate - Magnetic travel game | **Food technology - Scrumdidlyumptious**  Purpose: Can I prepare and cook a savoury dish?  KS1 Link  A savoury dish that includes a bread product – Soup |  |
| Year 3/4  Cycle B | **Design, Make, Evaluate - Invasion**  *Investigate and analyse a range of existing products.*  KS1 Link  Purpose: Can you create a Viking Long boat that will float and hold 8 oarsmen (Lego men)? |  | **Food Technology – Potions**  **Frozen Delights**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |  |
| Year 5/6  Cycle A | **Food Technology- Sow, Grow & Farm**  *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*  **LKS2 Link**  *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*  **Design** *-* **Seasonal soup**  *Carry out research, using surveys, interviews, questionnaires and web-based resources e.g. survey of favourite soups in Year 5* | **Design, Make - Stargazers**  Purpose - How will you use construction materials and a wide range of tools to design and create? | **Design, Make, Evalutate - Groundbreaking Greeks**  **Companion Project - Architecture**  Purpose - Design a building with specific features.  *Investigate and analyse a range of existing products.*  *Understand how key events and individuals in design and technology have helped shape the world.* |  |
| Year 5/6  Cycle B | **Frozen Kingdoms**  Technical Knowledge - Indigenous people: How do you explain how humans function in the place they live?  *Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*  *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* | **Evaluate & Technical Knowledge - Tomorrow’s World**  Purpose: How has technology developed and used in day-to-day life?  *Investigate and analyse a range of existing products.*  **Developing headers for websites and creating logos.**  Purpose: How will you understand webpage features and design elements of these?  How will you understand the purpose and evolution of a company logo?  *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.* | **Design, Make, Evaluate- Britain at War**  **Anderson Shelters**  Purpose - How will you use construction materials and a wide range of tools to design and create?  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  Food Technology – Wartime food |  |