2025-2026 Design and Technology

SKILLS KEY: Design
Technical Knowledge
Make
Evaluate
Cooking & Nutrition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Explore a variety of construction toys		Explore moving parts in books		Pouring and mixing	
	Spreading and cooking opportunities ⇅ both year groups					
Reception	Explore materials with design. Which shapes stack together?		Explore a variety of materials		Developing small motor skills using tools including knives, forks and spoons	
Sonar	ELG Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary ELG Creating with Materials • Share their creations, explaining the process they have used		ELG Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small toys, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		ELG Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary ELG Creating with Materials	

					• Share their creations, explaining the process they have used	
Yr1/2 topic	Time travellers		Fun on the farm		Ocean Adventures - Titanic	
Yr1/2	Explore a mechanism – vehicles e.g. Fire Engine		Make a healthy summer snack for life on the lake (Yr 1&2Understand where food comes from)		Create a stable structure - bridge.	
	Yr 1 Explore simple mechanisms Start to build structures, exploring ways to stiffen, stabilise and strengthen Yr2 Build structures, exploring ways to stiffen, stabilise and strengthen • Explore and use mechanisms • Select from and use a wide range of materials and components according to	Yr2 Evaluate own ideas and designs against given design criteria	• Yr1 Use a range of tools and equipment to perform practical tasks • Discuss own ideas and designs Yr 1Begin to understand where food comes from • Prepare simple dishes using knowledge of healthy food •	Yr 2 Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	Yr 1 Use a range of materials and components Use a range of tools and equipment to perform practical tasks Explore existing products eg *in school, at home* Discuss own ideas and designs	Yr 2Design products for themselves and others that are purposeful, functional and appealing Generate, develop, model and communicate ideas through talking, drawing, templates and ICT Build structures, exploring ways to stiffen, stabilise and strengthen Select from and use a wide range of tools and

	their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks					equipment to perform practical tasks Explore and evaluate a range of existing products eg *home, school* Evaluate own ideas and designs against given design criteria •
Yr3 topic	Invaders: The Vikings		Ancient Egypt		All around the world - Brazil	
Yr3	Build a Viking ship (Yr 3 strengthen, stiffen, stabilise skills		How did the Egyptians use mechanisms?		Food – study local food suppliers and growers Design a tropical smoothie	
	Yr3 Apply understanding of how to strengthen, stiffen and stabilise structures Identify a range of mechanical systems and how they work		Yr 3 Communicate ideas using different strategies eg *discussion, sketching* Use research to inform design		Yr 3 Take risks to become innovative and resourceful Apply principles of a healthy, varied diet when preparing a variety of savoury dishes Apply understanding of seasonality and its links to ingredients	

	Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work Investigate a range of existing products that address real/relevant problems in a range of relevant contexts eg *home, leisure, school*		Select from and use a wide range of tools, equipment, materials and components accurately			
Yr4/ 5 topic	The Stone Age to the Iron Age		World War 1 & 2		Fairtrade	
Yr 4/5	Create pop up book		How can we communicate without talking? Solve a real life war problem		Make a healthy snack	
	Yr 4 Select from and use a wide range of tools, equipment, materials and components accurately Take risks to become innovative and resourceful Communicate, generate and develop ideas using a range of strategies	Yr 5 According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes Generate own design criteria and evaluate ideas and	Yr 4 Identify wider range of mechanical systems and how they work Use understanding of electrical systems Use computing to program, monitor and control products •	Yr 5 Making connections to real and relevant problems, apply understanding of a wider range of mechanical systems Making connections to real and relevant problems, apply understanding of electrical systems Drawing on disciplines and	Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes Evaluate own and others' work suggesting improvements and considering the views of	Communicate, generate and develop ideas drawing on other disciplines eg *science, maths, computing* Confidently take calculated risks to become innovative, resourceful and enterprising • Prepare and cook a variety of predominantly

	eg *prototypes, pattern pieces* Use research to inform design and develop design criteria Apply understanding of how to strengthen and stiffen to reinforce more complex structures Identify wider range of mechanical systems and how they work	products against these Construct more complex structures by applying a range of strategies to solve real/relevant problems Making connections to real and relevant problems, apply understanding of a wider range of mechanical systems Making connections to real and relevant problems apply understanding of a wider range of mechanical systems		making connections to wider subject areas, apply understanding of computing to program, monitor and control products According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes Generate own design criteria and evaluate ideas and products against these	others to help improve their work Investigate a range of existing products in a range of relevant contexts eg *culture, industry* Know where and how a variety of ingredients is grown, reared, caught and processed	savoury dishes using a range of cooking techniques • Communicate, generate, develop and model ideas using a range of strategies eg CAD, exploded and cross- sectional diagrams • Use research to inform design and generate own design criteria

				Investigate and analyse a range of existing products that address real and relevant problems in a range of contexts Understand how key events and individuals in D&T helped to shape the world		
Yr 6 topic	Anglo-Saxons and Scots		Rivers, Mountains, Volcanoes, Earthquakes		Ancient Greece	
	Microbits programming		Create a healthy snack for a mountain adventure		Complex structures – CAMS mechanical systems	
Yr 6	• Making connections to real and relevant problems, apply understanding of electrical systems • Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program, monitor and control products		• Use research to inform innovative design and generate own design criteria • Communicate, generate and develop ideas drawing on other disciplines eg *science, maths, computing* • Confidently take calculated risks to become innovative, resourceful and enterprising • Prepare and cook a variety of predominantly savoury dishes		• Construct more complex structures by applying a range of strategies to solve real/relevant problems • Making connections to real and relevant problems, apply understanding of a wider range of mechanical systems • Explain and understand how key events and individuals in D&T helped to shape the world • According to their functional properties and aesthetic qualities,	

		using a range of cooking techniques • Know where and how a variety of ingredients is grown, reared, caught and processed • Develop crucial life skill of feeding themselves and others affordably and well • Generate own design criteria and critique ideas and products against these •	select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes •

Design and Technology – Subject Coverage across year groups