

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To ensure that our children are year 1 ready by the end of EYFS, we have created a set of curriculum goals to achieve by the end of reception. The curriculum goals run alongside the ELGs and take into account where children need to be to start year 1. Please see the EYFS Long Term plan.					
Year 1 and 2		<p>Delightful decorations (Christmas decorations).</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Scheme: To explore different decorations To practise cutting skills To practise sewing skills To design a Christmas tree decoration To make a Christmas decoration evaluate a Christmas decoration</p>		<p>Eat more fruits and vegetables (fruit salad or fruit smoothie)</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p> <p>Scheme: To find out the favourite fruits and vegetables in the class and present the data in a pictogram. To examine, taste and describe a variety of fruits and vegetables.</p>		<p>Stable Structures e.g castle</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Scheme: To explore the features of stable structures, including toy car garages. To design and plan a stable structure. To explore a range of materials and make decisions based on the end product.</p>

				<p>To find out how to handle and prepare a variety of fruits and vegetables.</p> <p>To be able to design a recipe to include fruit and/or vegetables.</p> <p>To be able to make and evaluate a food product based on a design.</p>		<p>To follow a design plan and make a product.</p> <p>To evaluate products.</p>
Year 3 and 4		<p>Seasonal stockings (Christmas stocking)</p> <p>NC:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Scheme:</p> <p>To explore and analyse existing products</p> <p>To explore different ways to join fabric using sewing skills</p>		<p>Seasonal Food (fairy cakes, jam tarts, stuffed peppers, meatballs, tuna mayonnaise)</p> <p>NC:</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Scheme:</p> <p>To cook using British ingredients available all year round.</p> <p>To know how seasonal fruits in Britain are grown and processed.</p> <p>To understand why vegetables form an important part of a healthy and varied diet.</p> <p>To find out about how seasonally produced meat can form part of a healthy diet.</p> <p>To know how fish are caught or reared, processed and used in healthy meals.</p> <p>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p>		<p>Mini Greenhouses</p> <p>NC:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Scheme:</p> <p>To explore existing greenhouses</p> <p>To investigate stable structures</p>

		<p>To explore different ways to decorate fabric using sewing skills To design a Christmas stocking To use sewing skills to make a Christmas stocking To evaluate a finished product</p>				<p>To investigate materials for making a mini greenhouse To design a mini greenhouse (use cross sectional diagrams) To make a mini greenhouse To evaluate a finished product Chinese Inventions (one lesson)</p> <p>NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Scheme: To investigate water-powered machines.</p>
<p>Year 5 and 6</p>		<p>Moving Toys</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the</p>		<p>Building Bridges</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Scheme: To explore ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To explore ways in which arches are used to strengthen bridges. To understand how suspension bridges are able to span long distances.</p>		<p>Burgers</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Scheme:</p>

		<p>views of others to improve their work</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Scheme: To investigate toys with moving cam mechanisms To investigate toys with moving cam mechanisms To investigate ways of strengthening structures for a moving toy. To be able to design a moving toy with a cam mechanism. To be able to follow a design to create a moving toy with a cam mechanism. To be able to evaluate a finished moving toy.</p>		<p>To develop criteria and design a prototype bridge for a purpose. To analyse and evaluate products according to design criteria</p>		<p>To explore different types of burgers and their nutrition facts. To explore how to make burger patties. To explore sauces and side dishes for burgers. To explore burger buns and their suitability. To be able to plan and design a burger to make (using an exploded diagram) To be able to make a burger and evaluate the process.</p>
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Year 1 and 2		<p>Perfect Pizzas</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p> <p>Scheme: To find out what the favourite pizzas in the class are. To examine, describe and categorise a variety of bread based products.</p>		<p>Vehicles</p> <p>NC:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Scheme: To investigate a variety of vehicles and their uses and features.</p>		<p>Moving Mini-beasts</p> <p>NC:</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Scheme: To be able to create a sliding mechanism To be able to use levers and pivots to create a moving mechanism To be able to create a wheel mechanism To design a picture with a moving mechanism To make a minibeast-themed moving picture To evaluate a moving minibeast picture</p>

		<p>To examine, describe and categorise a variety of pizza toppings. To design a balanced healthy pizza using ICT To be able to make and evaluate a food product based on a design.</p>		<p>To investigate wheels, axles and chassis. To be able to investigate ways of creating and decorating the body of a vehicle. To be able to design a vehicle. To be able to make a vehicle based on a design. To be able to evaluate a finished product.</p>		
<p>Year 3 and 4</p>		<p>Packaging</p> <p>NC:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Scheme:</p> <p>To investigate a range of packaging. To be able to construct nets for 3-D shaped packages. To explore the use of graphics on packaging</p>		<p>British Inventors (two lessons)</p> <p>NC:</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Scheme:</p> <p>To investigate the invention of the telephone. To investigate the invention of the World Wide Web</p> <p>Storybooks</p> <p>NC:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including</p>		<p>Light up Signs</p> <p>NC:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>

		<p>To be able to design a packaging box for a particular purpose. To be able to make a packaging box by following a design. To be able to evaluate a finished product.</p>		<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Scheme: To investigate and evaluate products with lever and linkage systems. To experiment with a range of techniques to create moving mechanisms. To explore and experiment with a range of different fonts and graphic techniques. To be able to plan and design a storybook. To be able to make a storybook with moving mechanisms using a design. To be able to evaluate a finished product.</p>		<p>Scheme: To investigate and analyse illuminated signs. To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. To develop ideas for a decorative illuminated sign. To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. To investigate ways in which computers can be used to program and control lights in a product.</p>
<p>Year 5 and 6</p>		<p>Programming Pioneers</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>evaluate their ideas and products against their own design criteria</p>		<p>Fashion and Textiles</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p>£5 challenge (Y6) NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and</p>

		<p>and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p> <p>Scheme: To explain how computers and computer programs are used in a variety of products. To develop ideas for a product with an embedded computer system that controls it. To develop, model and communicate ideas for an embedded system which monitors and controls a door, a room or both. To develop ideas for a product and start to write programs to monitor and control them. To model and communicate ideas, using either prototype models or computer-aided design. To evaluate your design for a computer-controlled system and consider the views of others to improve your work</p>		<p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Scheme: To investigate and analyse items made using textiles: the materials used and how they are made. To explore some ways in which textiles are joined and decorated. To design an item made using textiles, and draw pattern pieces. To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. To join fabric pieces by hand sewing. To sew hems on an item made using textiles; to add design details.</p>		<p>ingredients, according to their functional properties and aesthetic qualities</p> <p>Birdhouse Builders (Y5)</p> <p>NC: 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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Scheme: To investigate the purpose and appearance of bird houses. To investigate the materials and features of bird houses and how to draw diagrams. To investigate and practise woodwork skills. To be able to design a bird house for a specific bird. To be able to make a bird house by following a plan. To evaluate, make predictions and promote a completed bird house.</p>
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