



Cycle A: 2024-25

Year 1/2			
	Autumn 2	Spring 2	Summer 2
Unit Title	Textiles Glove Puppets	Axles and Wheels – Toy Cars	Cooking - Smoothies
National Curriculum Links	<p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria (Glove Puppets using felt) - generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups <p>Make</p> <ul style="list-style-type: none"> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] (needle and thread, scissors) - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Felt, thread, decorative materials) <p>Evaluate</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria 	<p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria (Model Car using junk modelling materials) - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] (scissors, glue, masking tape) - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. (Fruit smoothies using seasonal fruits)



Year 3/4			
Unit Title	Autumn 2 Mechanisms – Making a Pneumatic Toy	Spring 2 Textiles- Sewing pouches	Summer 2 Cooking Eating Seasonally
National Curriculum Links	<p>Design -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 (Pneumatic Toy made using a balloon and syringe/air) - 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>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing / pumping up air accurately - select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate -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</p>	<p>Design -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 (Create a pouch using felt) - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately (needle and thread) - select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate -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</p>	<p>-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. Create a dish using locally sources seasonal products. (Create a lunch. E.g., Sandwich with seasonal fruit)</p>



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	<p>design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	(Bronze Age)	
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Year 5/6			
	Autumn 2	Spring 2	Summer 2
Unit Title	Cooking – Developing a recipe	Electrical Systems - Doodlers	Textiles – Stuffed Toys
National Curriculum Links	<p>-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. (Create a dinner such as spaghetti Bolognese. Focus on where the food comes from (From Farm to Fork)</p>	<p>Design -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 Electric Doodler - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (Crumble Cad programme could be used to programme the doodlers) Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (Glue, masking tape, Sellotape to stick decorations) - select from and use a wider range of materials and components, including construction materials, (cups etc)</p>	<p>Design -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 Create a stuffed toy such as a fish or teddy bear using felt and stuffing - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (needle and thread) - select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities Evaluate</p>



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		<p>textiles (decorations) according to their functional properties and aesthetic qualities. Plus, electric components.</p> <p>Evaluate -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</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures (the cup) -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products. (Crumble)</p>	<p>-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</p>
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Cycle B: 2025-26

Year 1/2			
	Autumn 2	Spring 2	Summer 2
Unit Title	Mechanics – Moving Monster	Structures – Baby Bear Chair	Cooking – Balanced Diet
National Curriculum Links	<p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>-use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p>



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	<ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> -Build structures, exploring how they can be made stronger, stiffer and more stable 	
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Year 3/4			
	Autumn 2	Spring 2	Summer 2
Unit Title	Cooking – Adapting a recipe	Electrical Systems – Electric Poster	Structures - Pavilions
National Curriculum Links	<ul style="list-style-type: none"> -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 	<p>Design</p> <ul style="list-style-type: none"> -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, 	<p>Design</p> <ul style="list-style-type: none"> -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,



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	<p>a variety of ingredients are grown, reared, caught and processed.</p>	<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> -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 <p>Technical knowledge</p> <ul style="list-style-type: none"> -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products. 	<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> -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 <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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Year 5/6



Curriculum Map for Design Technology

	Autumn 2	Spring 2	Summer 2
Unit Title	Cooking – Come Dine with Me	Mechanical Systems – gears and Pulleys	Structures - Playground
National Curriculum Links	<ul style="list-style-type: none"> -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. 	<p>Design</p> <ul style="list-style-type: none"> -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 <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> -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 <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use 	<p>Design</p> <ul style="list-style-type: none"> -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 <p>Make</p> <ul style="list-style-type: none"> - 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 <p>Evaluate</p> <ul style="list-style-type: none"> -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 <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures



St. Andrew's CE
Primary School

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		mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
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