



Coupe Green Primary School

Design and Technology Unit Coverage

Cycle A



Class		
Acorn (EYFS)	Throughout continuous provision, children have the opportunity to practise and apply art and design skills, which are accessible across all three school terms. Adult led activities focused on the below skills and knowledge are planning in line with children’s interests.	
	<p><u>Preschool</u></p> <ul style="list-style-type: none"> - To explore different material freely, to develop their own ideas about how to use them and what to make. - To be able to join materials. - To return to and build on their previous learning, through play, such as construction. <p><u>Reception</u></p> <ul style="list-style-type: none"> - To use a range of small tools e.g. scissors and paintbrushes. - To begin to show accuracy and care when drawing. - To safely use and explore a variety of materials, tools and techniques. - To experiment with colours, design, texture, form and function. 	
Class	Unit 1	Unit 2
Oak	<p>Structures</p> <ul style="list-style-type: none"> -To know a range of materials and talk about what they are used for. - To make a mock-up to trial my ideas. - To talk about my ideas with others. - To select from a wide range of materials. - To explore existing products and talk about how they have been made. - -To build a simple structure, making it stronger and more stable -To know ways to make structures stronger and more stable. 	<p>Food Technology</p> <ul style="list-style-type: none"> - To know about foods needed for a varied diet. - To cut and chop ingredients. - To work safely and hygienically.

Elm	Moving Vehicles - To know what design criteria are. - To know joining techniques and when they are suitable (glue, stick, tie, tape, pin, and fold). - To know what wheels, chassis and axles are and how they work.	Food Technology - To know the difference between fruit and vegetables. - To decide whether I need to cut, peel, chop and grate ingredients.
Unit 1		
Class	Unit 1	Unit 2
Ash	Electrical Circuits - To build a circuit using switches, bulbs, buzzers and motors to be added to my design. <u>Year 3</u> To discuss the positive and negatives of a design. <u>Year 4</u> - To know the purpose of a prototype.	Food Technology Year 3 - To follow a simple recipe to create a food dish. - To cut, chop and prepare ingredients for a recipe. Year 4 - To use a range of cooking techniques to prepare a recipe.
Maple	Food Technology <u>Year 4</u> - To use a range of cooking techniques to prepare a recipe. <u>Year 5</u> - To use a wider range of ingredients. - To create foods for a purpose.	Electrical Circuits - To build a circuit using switches, bulbs, buzzers and motors to be added to my design. - To think about how to safely attach an electrical circuit to a design. <u>Year 4</u> - To know the purpose of a prototype. <u>Year 5</u> - To know the purpose of exploded diagrams.
Elder	Structures <u>Year 5</u> - To make prototypes to develop design ideas <u>Year 6</u> - To understand how to strengthen, stiffen and reinforce structures. Food Technology <u>Year 5</u> - To use a wider range of ingredients.	Wood Work <u>Year 5</u> - To select from and use a range of cutting and measuring tools. - To choose appropriate materials, considering their properties. <u>Year 6</u> To be able to cut and sand wood safely, choosing appropriate tools. - To be able to create and reinforce a wooden structure for a given purpose.

	<p>- To create foods for a purpose.</p> <p><u>Year 6</u></p> <p>To select ingredients applying principles of a healthy and varied diet.</p> <p>- To select techniques required to create a savoury dish of my choice.</p>	
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