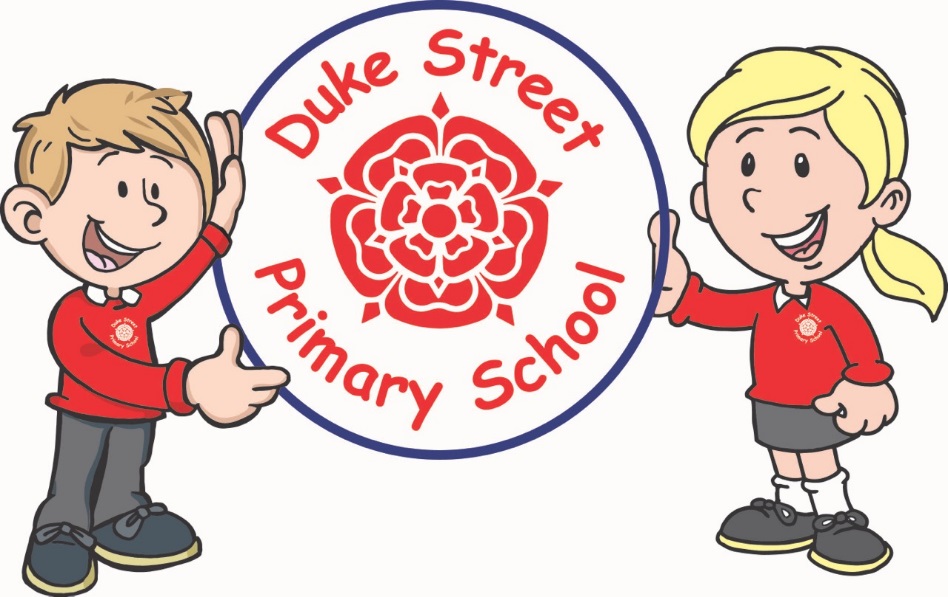
**Duke Street Primary School**

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**Subject Area Progression – Design Technology**

| **D.T. focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
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| **Statutory framework for EYFS**  **National Curriculum for KS1 and KS2** | **Expressive arts and design**  Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.  **Exploring and using media and materials:**  Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being imaginative:**  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | **National Curriculum Objectives KS1**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing  and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].  When designing and making, pupils should be taught to:  **Design**   * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   **Make**   * 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   **Evaluate**   * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria   **Technical knowledge**   * 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. | **National Curriculum Objectives KS2**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].  When designing and making, pupils should be taught to:  **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 * 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 * 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   **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   **Technical knowledge**   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * 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. | |
| **Cooking and nutrition**  As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  Pupils should be taught to:  **Key stage 1**   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from.   **Key stage 2**   * 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. | | |

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| **DT Focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Design**  (Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas) | Constructs with a purpose in mind, using a variety of resources (EAD:MM 40-60)  Understands that different media can be combined to create new effects. (EAD:MM 40-60)  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings though design and technology. (EAD:BI ELG) | **Wheels and Axels**  • Generate initial ideas and simple design criteria through talking and using own experiences.  • Develop and communicate ideas through drawings and mock-ups. | **Simple Circuits and Switches**  • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.  • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. | **More complex Switches**  • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.  • Generate and develop innovative ideas and share and clarify these through discussion.  • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. |
| **Sliders and Levers**  • Generate ideas based on simple design criteria and their own experiences, explaining what they could make.  • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. | **Levers and Linkages**  • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.  • Use annotated sketches and prototypes to develop, model and communicate ideas. | **Gears and Pulleys**  • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.  • Develop a simple design specification to guide their thinking.  • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. |
| **Freestanding Structures**  • Generate ideas based on simple design criteria and their own experiences, explaining what they could make.  • Develop, model and communicate their ideas through talking, mock-ups and drawings. | **Shell Structures**  Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.  • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. | **Frame Structures**  • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.  • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.  • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. |
| **Templates and Joining**  • Design a functional and appealing product for a chosen user and purpose based on simple design criteria.  • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. | **2D and 3D Products**  • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.  • Produce annotated sketches, prototypes, final product sketches and pattern pieces. | **Combining Different Fabric Shapes**  • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.  • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.  • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. |
| **Preparing fruit and vegetables**  • Design appealing products for a particular user based on simple design criteria.  • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.  • Communicate these ideas through talk and drawings. | **Healthy and varied Diet**  • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. | **Celebrating culture and seasonality**  • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. |

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| **DT Focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Make (Construction)**  (Planning, practical skills and techniques) | Manipulates materials to achieve a planned effect (EAD:MM 40-60)  Uses simple tools and techniques competently and appropriately. (EAD:MM 40-60)  Selects appropriate resources and adapts work where necessary. (EAD:MM 40-60)  Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD:MM 40-60)  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD:MM – ELG)  Uses simple tools to effect changes to materials (PD:MH 40-60)  Handles tools, objects, construction and malleable materials and safety with increasing control (PD:MH 40-60)  They handle equipment and tools effectively, including pencils for writing. (PD: MH-ELG) | **Wheels and Axels**  • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.  • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. | **Simple Circuits and Switches**  • Order the main stages of making.  • Select from and use tools and equipment to cut, shape, join and finish with some accuracy.  • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. | **More complex Switches**  • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.  • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.  • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. |
| **Sliders and Levers**  • Plan by suggesting what to do next.  • Select and use tools, explaining their choices, to cut, shape and join paper and card.  • Use simple finishing techniques suitable for the product they are creating. | **Levers and Linkages**  • Order the main stages of making.  • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.  • Select from and use finishing techniques suitable for the product they are creating. | **Gears and Pulleys**  • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.  • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. |
| **Freestanding Structures**  • Plan by suggesting what to do next.  • Select and use tools, skills and techniques, explaining their choices.  • Select new and reclaimed materials and construction kits to build their structures.  • Use simple finishing techniques suitable for the structure they are creating. | **Shell Structures**  • Order the main stages of making.  • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.  • Explain their choice of materials according to functional properties and aesthetic qualities.  • Use finishing techniques suitable for the product they are creating. | **Frame Structures**  • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.  • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.  • Use finishing and decorative techniques suitable for the product they are designing and making. |
| **Templates and Joining**  • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.  • Select from and use textiles according to their characteristics. | **2D and 3D Products**  • Plan the main stages of making.  • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.  • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. | **Combining Different Fabric Shapes**  • Produce detailed lists of equipment and fabrics relevant to their tasks.  • Formulate step-by-step plans and, if appropriate, allocate tasks within a team.  • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. |
| **Preparing fruit and vegetables**  • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. | **Healthy and varied Diet**  • Plan the main stages of a recipe, listing ingredients, utensils and equipment.  • Select and use appropriate utensils and equipment to prepare and combine ingredients.  • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. | **Celebrating culture and seasonality**  • Write a step-by-step recipe, including a list of ingredients, equipment and utensils  • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  • Make, decorate and present the food product appropriately for the intended user and purpose. |

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| **DT Focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Technical Knowledge**  (making products work) | Shows an interest in technological toys with knobs or pulleys, ore real objects such as cameras or mobile phones (UTW 30-50)  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images, (UTW: T 30-50)  Completes a simple program on a computer (UTW: T 40-60)  Uses ICT hardware to interact with age-appropriate computer software (UTW: T 40-60)  Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (UTW: T-ELG) | **Wheels and Axels**  • Explore and use wheels, axles and axle holders.  • Distinguish between fixed and freely moving axles.  • Know and use technical vocabulary relevant to the project. | **Simple Circuits and Switches**  • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.  • Apply their understanding of computing to program and control their products.  • Know and use technical vocabulary relevant to the project. | **More complex Switches**  • Understand and use electrical systems in their products.  • Apply their understanding of computing to program, monitor and control their products.  • Know and use technical vocabulary relevant to the project. |
| **Sliders and Levers**  • Explore and use sliders and levers.  • Understand that different mechanisms produce different types of movement.  • Know and use technical vocabulary relevant to the project. | **Levers and Linkages**  • Understand and use lever and linkage mechanisms.  • Distinguish between fixed and loose pivots.  • Know and use technical vocabulary relevant to the project. | **Gears and Pulleys**  • Understand that mechanical and electrical systems have an input, process and an output.  • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.  • Know and use technical vocabulary relevant to the project. |
| **Freestanding Structures**  • Know how to make freestanding structures stronger, stiffer and more stable.  • Know and use technical vocabulary relevant to the project. | **Shell Structures**  • Develop and use knowledge of how to construct strong, stiff shell structures.  • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.  • Know and use technical vocabulary relevant to the project. | **Frame Structures**  • Understand how to strengthen, stiffen and reinforce 3-D frameworks.  • Know and use technical vocabulary relevant to the project. |
| **Templates and Joining**  • Understand how simple 3-D textile products are made, using a template to create two identical shapes.  • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.  • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.  • Know and use technical vocabulary relevant to the project. | **2D and 3D Products**  • Know how to strengthen, stiffen and reinforce existing fabrics.  • Understand how to securely join two pieces of fabric together.  • Understand the need for patterns and seam allowances.  • Know and use technical vocabulary relevant to the project. | **Combining Different Fabric Shapes**  • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.  • Fabrics can be strengthened, stiffened and reinforced where appropriate. |
| **Preparing fruit and vegetables**  • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.  • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.  • Know and use technical and sensory vocabulary relevant to the project. | **Healthy and varied Diet**  • Know how to use appropriate equipment and utensils to prepare and combine food.  • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  • Know and use relevant technical and sensory vocabulary appropriately. | **Celebrating culture and seasonality**  • Know how to use utensils and equipment including heat sources to prepare and cook food.  • Understand about seasonality in relation to food products and the source of different food products.  • Know and use relevant technical and sensory vocabulary. |

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| **DT Focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Cooking and Nutrition**  (where food comes from, preparation, cooking, nutrition) | Begin to understand some of the tools, techniques and processes involved in food preparation, e.g. taking turns stirring the mixture for a cake and then watching it rise while cooking.  Children should practise stirring, mixing, pouring and blending ingredients during cookery activities | Prior learning  • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.  • Experience of cutting soft fruit and vegetables using appropriate utensils.  Designing  • Design appealing products for a particular user based on simple design criteria.  • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.  • Communicate these ideas through talk and drawings.  Making  • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.  Evaluating  • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.  • Evaluate ideas and finished products against design criteria, including intended user and purpose.  Technical knowledge and understanding  • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.  • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.  • Know and use technical and sensory vocabulary relevant to the project. | Prior learning  • Know some ways to prepare ingredients safely and hygienically.  • Have some basic knowledge and understanding about healthy eating and The eatwell plate.  • Have used some equipment and utensils and prepared and combined ingredients to make a product.  Designing  • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.  Making  • Plan the main stages of a recipe, listing ingredients, utensils and equipment.  • Select and use appropriate utensils and equipment to prepare and combine ingredients.  • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.  Evaluating  • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.  Technical knowledge and understanding  • Know how to use appropriate equipment and utensils to prepare and combine food.  • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  • Know and use relevant technical and sensory vocabulary appropriately. | Prior learning  • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.  • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.  Designing  • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.  Making  • Write a step-by-step recipe, including a list of ingredients, equipment and utensils  • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  • Make, decorate and present the food product appropriately for the intended user and purpose.  Evaluating  • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.  • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.  • Understand how key chefs have influenced eating habits to promote varied and healthy diets.  Technical knowledge and understanding  • Know how to use utensils and equipment including heat sources to prepare and cook food.  • Understand about seasonality in relation to food products and the source of different food products.  • Know and use relevant technical and sensory vocabulary. |

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| **DT Focus** | **EYFS** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Evaluation**  (own ideas and products, existing products, key events and individuals) | Explain how they made their product and what materials they used.  Explain why they chose the materials to make their product.  Explain what/who they made they product for.  Use senses appropriately, e.g. when tasting different foods.  Start to use the correct language of designing and making, e.g. words such as ‘join', ‘build' and ‘shape' as well as evaluative and comparative language - ‘longer', ‘shorter', ‘lighter', ‘heavier' and ‘stronger'.  Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling | **Wheels and Axels**  • Explore and evaluate a range of products with wheels and axles.  • Evaluate their ideas throughout and their products against original criteria. | **Simple Circuits and Switches**  • Investigate and analyse a range of existing battery-powered products.  • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. | **More complex Switches**  • Continually evaluate and modify the working features of the product to match the initial design specification.  • Test the system to demonstrate its effectiveness for the intended user and purpose.  • Investigate famous inventors who developed ground-breaking electrical systems and components. |
| **Sliders and Levers**  • Explore a range of existing books and everyday products that use simple sliders and levers.  • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. | **Levers and Linkages**  • Investigate and analyse books and, where available, other products with lever and linkage mechanisms.  • Evaluate their own products and ideas against criteria and user needs, as they design and make. | **Gears and Pulleys**  • Compare the final product to the original design specification.  • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.  • Consider the views of others to improve their work.  • Investigate famous manufacturing and engineering companies relevant to the project. |
| **Freestanding Structures**  • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.  • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. | **Shell Structures**  • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.  • Test and evaluate their own products against design criteria and the intended user and purpose. | **Frame Structures**  • Investigate and evaluate a range of existing frame structures.  • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.  • Research key events and individuals relevant to frame structures. |
| **Templates and Joining**  • Explore and evaluate a range of existing textile products relevant to the project being undertaken.  • Evaluate their ideas throughout and their final products against original design criteria. | **2D and 3D Products**  • Investigate a range of 3-D textile products relevant to the project.  • Test their product against the original design criteria and with the intended user.  • Take into account others’ views.  • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. | **Combining Different Fabric Shapes**  • Investigate and analyse textile products linked to their final product.  • Compare the final product to the original design specification.  • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. |
| **Preparing fruit and vegetables**  • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.  • Evaluate ideas and finished products against design criteria, including intended user and purpose. | **Healthy and varied Diet**  • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. | **Celebrating culture and seasonality**  • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.  • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.  • Understand how key chefs have influenced eating habits to promote varied and healthy diets. |

Design and Technology education involves two important elements - learning about the designed and made world, and how things work, and learning to design and make functional products for particular purposes and users. All units should start with links to famous people within the specified area that is being focussed on. Why they are famous and what they did to contribute to their field.

Two Year Cycle KS1

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A | Art | DT – **Preparing Fruit** and Vegetables | Art | DT – Sliders and Levers | Art | DT – Freestanding Structures |
| Cycle B | Art | DT – Preparing Fruit and **Vegetables** | Art | DT – Templates and Joining | Art | DT – Wheels and Axels |

Two Year Cycle LKS2

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A | Art | DT – Healthy and Varied Diet (savoury - Hot) | Art | DT – Levers and Linkages | Art | DT – Shell Structures |
| Cycle B | Art | DT – Healthy and Varied Diet (Savoury – Cold) | Art | DT – 2D and 3D Products | Art | DT – Simple Circuits and Switches |

Two Year Cycle UKS2

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A | Art | DT – Celebrating cultures and seasonality (Savoury – Cold) | Art | DT – Gears and Pulleys | Art | DT – Frame Structures |
| Cycle B | Art | DT – Celebrating cultures and seasonality (Savoury – Hot) | Art | DT – Combining different fabric shapes | Art | DT – More complex Switches |

