



The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Teachers will use these aims to plan accordingly and link to other subjects within the creative curriculum at Bromesberrow St Mary's Primary School.

	Y1	Y2/3	Y4/5/6
DESIGN	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Think of their own ideas for design and consider purpose and appeal to user.</li> <li>• Draw labelled pictures to show what they intend to make.</li> <li>• Design items to include wheels and axles, stable structures and sliders and/or levers.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Think of their own ideas and plan what to do next.</li> <li>• Design a product for themselves and others, following a design criteria.</li> <li>• Describe designs using pictures, diagrams, models, mock ups, words and ICT.</li> <li>• Plan a simple sequences of actions.</li> <li>• Shape, assemble and rearrange a range of materials and components to model ideas.</li> <li>• Consider purpose and appearances.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Recognise their designs have to meet their intended audience needs.</li> <li>• Collect information from a number of different sources to help with design ideas.</li> <li>• Communicate ideas in different ways eg discussion, annotated sketches, scale drawings, prototypes and pattern pieces.</li> <li>• Develop step by step plans and modify them as appropriate through discussion, drawing and modelling.</li> <li>• Consider appearance, purpose, safety and reliability.</li> <li>• Consider costs and availability of materials.</li> </ul>
MAKE	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Select appropriate tools and equipment for the purpose.</li> <li>• Mark out and cut materials using scissors.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Select and use appropriate tools for the task.</li> <li>• Mark out and accurately cut materials using scissors.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools with greater accuracy and control (eg needles, saws, knives, drills, glue guns, hammers etc).</li> </ul>



	<ul style="list-style-type: none"> <li>Join materials using glue, treasury tags, sticky tape, split pins, string and running stitch.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple cutting, joining, shaping and finishing techniques (join materials effectively using glue, treasury tags, sticky tape, split pins, string and running stitch).</li> </ul>	<ul style="list-style-type: none"> <li>Use cutting, joining, shaping and finishing techniques accurately.</li> <li>Select from and use a wider range of materials and components including construction, textiles and ingredients according to their functional and aesthetic qualities.</li> <li>Mark out and accurately cut materials using standard measures.</li> <li>Use materials with awareness of conservation, cost and availability of materials eg card, paper, fabric.</li> </ul>
EVALUATE	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Evaluate their products against the design criteria.</li> <li>Suggest improvements and next steps.</li> <li>Learn how individuals in design and technology have helped shape the world.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Evaluate and explore a range of existing products.</li> <li>Evaluate their ideas and products against the design criteria (to include purpose and appearance).</li> <li>Consider views of others to improve their work.</li> <li>Learn how individuals in design and technology have helped shape the world</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Evaluate and analyse a range of existing products made by themselves and others.</li> <li>Evaluate their ideas, plans and products against the design criteria (purpose, appearance, safety, reliability, cost, availability of materials).</li> <li>Test and evaluate their work as it develops, making adjustments when necessary.</li> <li>Consider their views of others to improve their work.</li> <li>Learn about great designers and inventors and how they have changed the world.</li> </ul>
TECHNICAL KNOWLEDGE	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Investigate stable structures and fins ways to strengthen them.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Investigate and make simple levers and sliders.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Use and investigate mechanical and electrical systems in their own products.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use and investigate wheels and axles.</li> <li>• Investigate joining using a variety of materials eg PVA glue, glue sticks, sticky tape, masking tape, treasury tags, split pins, blue tac.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate simple stitching using needles and felt (running stitch)</li> <li>• Understand and use mechanical systems in their products (eg gears, pulleys, cams and levers).</li> <li>• Investigate joining using a variety of materials eg PVA glue, glue stick, sticky tape, treasury tags, split pins, blu tac)</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and use electrical circuits incorporating switches, bulbs, buzzers and motors.</li> <li>• Investigate appropriate ways to join fabric eg glue, press studs, velco, zips and buttons.</li> </ul>
COOKING AND NUTRITION	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Learn about a healthy diet.</li> <li>• Understand where food comes from.</li> <li>• Prepare food by peeling, cutting, grating, mixing and moulding ingredients.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Learn about a healthy diet.</li> <li>• Prepare and cook a variety of foods following a recipe and using seasonal foods.</li> <li>• Learn about seasonality if foods.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Learn about the principals of a healthy diet</li> <li>• Prepare and cook a variety of foods following a recipe and using seasonal ingredients.</li> <li>• Test, evaluate and modify the product where necessary.</li> <li>• Learn about the seasonality of foods and how it is grown, reared, caught and processed (link to recipe and foods cooked)</li> </ul>