

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								
Cooking use the basic principles of a healthy and varied diet to prepare dishes								
understand where food comes from								

Year 3 and 4

Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cycle 1	Cycle 1	Cycle 1	Cycle 2	Cycle 2	Cycle 2
Around the World in 80 Days	Vicious Vikings and Savage Saxons	Bicester and Beyond	Stormy Seas and Raging Rivers	Victorian Heroes and Villains	Gods and Monsters

Area of Study - Design and Technology	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
	Cycle 1	Cycle 1	Cycle 1	Cycle 2	Cycle 2	Cycle 2
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 knowledge 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.					

Year 5 and 6

Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Cycle 1	Cycle 1	Cycle 1	Cycle 2	Cycle 2	Cycle 2
Blackouts and Blitz	Our Changing World	Rotten Romans	Mighty Mountains	Savage Stone Age	Chocolate

Area of Study – Design and Technology	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Design						
<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 						
<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 						
Make						
<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 						
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products 						
<ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 						
<ul style="list-style-type: none"> ▪ understand how key events and individuals in design and technology have helped shape the world 						
Technical knowledge <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures 						
<ul style="list-style-type: none"> ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 						
<ul style="list-style-type: none"> ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 						
<ul style="list-style-type: none"> ▪ apply their understanding of computing to program, monitor and control their products 						
Cooking and nutrition knowledge <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet 						
<ul style="list-style-type: none"> ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 						
<ul style="list-style-type: none"> ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 						