

Progression in Design & Technology at Riddlesden St. Mary's

2026-2027

Curriculum breadth and depth in knowledge and skills in DT at Riddlesden St Mary's C of E Primary School

➔ Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Theme: All about me and Autumn Text: Owl Babies I wonder what family looks like…	Theme: All about me, Celebrations and Winter Text: We're Going on a Bear Hunt I wonder where this journey will take us…	Theme: Traditional Tales Handa's Surprise / Handa's Hen I wonder what my senses will discover…	Theme: On the Farm Jack and the Beanstalk / Enormous Turnip I wonder what magic awaits us at the top of the beanstalk…	The Gingerbread Man / Three Little Pigs I wonder if a wolf can huff and puff…	Dinosaurs in the Supermarket / Dinosaurs in my School I wonder if dinosaurs ever existed…
Experiences	Family pictures, Autumn Walk, Exploring Autumn objects Finding a birds nest Making bird feeders, Diwali	Bear footprints, Sensory Bear Hunt, Real bear hunt around school, winter walk, exploring ice, Bonfire Night, Remembrance Day, Christmas	Fruit tasting, walk to the Coop, Fathers' Day	Planting seeds, visit from Joel the school gardener, Trip to the farm, World Book day, Pancake Day, Mothers' Day, Easter, hatching chicks	Runaway gingerbread man, lots of baking and cooking, tasting different flavours, Magic beans, Who's are these clothes? Giant footprints growing, imagination, Chinese New Year,	Introduction to clay, modelling with new materials.
Characteristics of Effective Learning	Playing and Exploring: • Make independent choices. • Respond to new experiences Active Learning: • Keep on trying when things are difficult. Creating and Thinking Critically: • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. •					
Knowledge and skills	Build nests out of twigs and other natural materials.	Build caves using junk modelling for the teddy bears in nursery.	Making baskets Clay fruit and vegetables		Making gingerbread men. Mixing skills. Build castles in the junk modelling provision.	Salt dough dinosaur eggs
Key Skills	• Putting on an apron with support • Selecting a new piece of paper • Cutting snips into paper with scissors. • Building structures in construction area. Mix ingredients together.		• Using different thickness of brush to make different marks. • Using glue to stick one material onto another • Building structures in construction area, beginning to select shapes for purpose. • Mix ingredients together.		• Using glue to stick one material onto another beginning to use glue to stick something in a specific place. • Building structures in construction area selecting shapes for purpose. • Beginning to mix things together carefully. • Use materials in different ways e.g fold/scrunch. • Use and hold scissors appropriately	
Development Matters link	• Explore different materials freely, to develop their ideas about how to use	• Explore different materials freely, to develop their ideas about how to use	• Explore different materials freely, to develop their ideas about how to use	• Explore different materials freely, to develop their ideas about how to use	• Explore different materials freely, to develop their ideas about how to use	• Explore different materials freely, to develop their ideas about how to use

	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Explore colour and colour-mixing. • Use one-handed tools and equipment, for example,making snips in paper with scissors. •	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use theseshapes to represent objects. • Explore colour and colour-mixing. • Use one-handed tools and equipment, for example,making snips in paper with scissors.	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use theseshapes to represent objects. • Explore colour and colour-mixing. • Use one-handed tools and equipment, for example,making snips in paper with scissors. •	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing aface with a circle and including details. • Use one-handed tools and equipment, for example,making snips in paper with scissors. •	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing aface with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing aface with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

➔ Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Goldilocks and the Three Bears I wonder why I am wonderful…	The Leaf Thief I wonder why leaves crunch…	T Whatever Next / Look Up I wonder why we should look up…	Supertato I wonder what makes a villain…	Tadpole's Promise I wonder why bees buzz…	Don't Spill the Milk / The Queen's Hat I wonder where this adventure will take us…
Experiences	Family and baby photos, Goldilocks crime scene, porridge tasting, woodland walk, local area walk, Harvest – church, Diwali	Autumn Walk to East Riddlesden Hall – comparing their house to the past. Looking for signs of Autumn, Bonfire Night, Remembrance Day, Christmas	Alien crash landing, letters from the alien, Canal walk, Chinese New Year	Police and other emergency service visits, Bingley bus trip, Planting and growing with Joel, Vegetable soup, World Book day, Pancake Day, Mothers' Day, Easter	Zoo Lab, Growing caterpillars into butterflies and frogspawn in frogs, pond dipping, Eid,	Exploring African artefacts, practising carrying their own milk, East Riddlesden Hall Trip, End of Year forest celebration – toasting marshmallows, Fathers' Day
Characteristics of Effective Learning	Playing and Exploring: • Respond to new experiences Active Learning: • Keep on trying when things are difficult. Creating and Thinking Critically: • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions					
Knowledge and skills	Porridge making and tasting- mixing, measuring; describing textures, tastes, likes and dislikes; describing the changes during cooking. Continuous provision opportunities linked to the theme where children can develop their practical building skills, motor skills and design skills- modelling, play doh, construction, outdoor construction.	Continuous provision opportunities linked to the theme where children can develop their practical building skills, motor skills and design skills- modelling, play doh, construction, outdoor construction.	Making rockets- imaginative design, cutting, sticking with increasing precision, Continuous provision opportunities linked to the theme where children can develop their practical building skills, motor skills and design skills- modelling, play doh, construction, outdoor construction.	Continuous provision opportunities linked to the theme where children can develop their practical building skills, motor skills and design skills- modelling, play doh, construction, outdoor construction.	**Bug hotel – woodwork.** Design and build a simple bug hotel using natural or reused materials. Explore how to place and join materials to make a stable structure. Continue practical design and making through continuous provision linked to the theme.	Continuous provision opportunities linked to the theme where children can develop their practical building skills, motor skills and design skills- modelling, play doh, construction, outdoor construction.
Key Skills	**I know…** • How to put on an apron • How to choose the materials I want • What I am trying to build and can describe what it is.		**I know…** • Where to find the tools I need for a task •		**I know…** How to mix carefully; how to shape playdoh into different shapes, e.g. a ball, sausage or spiral; how to use scissors to cut; how to use glue with precision.	
Development Matters link	• Draw with increasing complexity and detail, such as representing aface with a circle and including details.		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining		• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	

	• Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, likehappiness, sadness, fear, etc. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	• Share their creations, explaining the process they have used. • Use a range of small tools, including scissors, paintbrushes and cutlery.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	The Disgusting Sandwich (Science) I wonder if humans are similar to the very hungry badger…	NoBot (History) I wonder what toys our grandparents played with…	Lost and Found (Geography) I wonder how we can get you home….	Meerkat Mail (Geography) I wonder if I can survive here…	Hector and the Big Bad Knight (History) I wonder where my nearest castle is…	Jim and the Beanstalk (Science) I wonder what is growing in our garden…
Experiences	Walk through the woods	Trip to Science and Media museum	A visit to the class tree throughout the year. What do you notice about the leaves?	Trip to Tropical World	Trip to Cliffe Castle and Skipton Castle	Growing plants and gardening with Joel
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -design purposeful, functional, appealing products for themselves and other users based on design criteria -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **-**explore and evaluate a range of existing products evaluate their ideas and products against design criteria	**I know how to:** -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **-**explore and evaluate a range of existing products evaluate their ideas and products against design criteria	*No DT project this half term as Art is the focus.*	**I know how to:** -design purposeful, functional, appealing products for themselves and other users based on design criteria -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	*No DT project this half term as Art is the focus.*
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Making toys (woodwork).** Suggested designers/craftsmen from the yearly overview: James Maury Henson and Harry Corbett.	**Suggested Project: Making a shopping bag (textiles).** Project placement follows the DT Yearly Overview: Year 1, Spring 1.	*No DT project this half term as Art is the focus.*	No named DT project is listed in the DT Yearly Overview for this half term.	*No DT project this half term as Art is the focus.*
Skills taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** **-**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.	**I know how to:** -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	*No DT project this half term as Art is the focus.*	**I know how to:** -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	*No DT project this half term as Art is the focus.*

		generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -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 range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -build structures, exploring how they can be made stronger, stiffer and more stable		-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Making toys (woodwork).** Children explore how toys have changed over time and compare older and newer examples. They design and make a simple wooden toy, choosing suitable materials and joining methods, using tools safely to cut, shape and assemble it, then evaluating how well it works.	**Suggested Project: Making a shopping bag (textiles).** Children identify who will use the bag and what it needs to hold. They draw and label a simple design, select suitable fabric or textile materials, cut shapes with support, join pieces using an appropriate beginner method, add decoration and evaluate whether the bag meets its purpose.	*No DT project this half term as Art is the focus.*	No named DT project is listed in the DT Yearly Overview for this half term.	*No DT project this half term as Art is the focus.*
	Enrichment: • I know how to cut food safely. • I use my own ideas to make something. • I choose appropriate resources and tools. • I know how to measure and begin to record the following: weight/mass. • I know how to measure accurately. • I know how to compare, describe and solve practical problems for: mass and weight. • I know how to measure accurately. • I know why a balanced diet is important • I know where food comes from.					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	The Owl who was Afraid of the Dark (Science/Geography) I wonder what makes a home…	Florence Nightingale (History) I wonder who the Lady with the Lamp was…	Leaf (Science/Geography) I wonder where Leaf came from…	The Baker's Boy and the Great Fire of London (History) I wonder if Keighley has ever had a great fire... (Dalton Mill)	The (Ferocious) Chocolate Wolf (Science) I wonder what I could live without…	The Secret of Black Rock (Geography) I wonder why we love to be beside the seaside…
Experiences	Visiting the barn owls in school grounds Building barn owl boxes Birds of prey visit	Lamp making Florence Nightingale Day - Victorian toys - Role play	Woodland walk- Nature trail.	Create a mini Fire of London to explore how the fire spread; Fire Service school visit; explore Dalton Mill and investigate	Making clothes for the wolf using different materials for different climates. Sewing.	Visit to the beach Sea Life Centre Fish tanks in classroom RLNI school visit

		- Porridge/tea - Washing with bars of soap Exploring first aid and medicine	Skipton Woods visit- identifying different plants using Woodland Trust app	simple bridge or structure designs.		
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -explore and evaluate a range of existing products evaluate their ideas and products against design criteria **-**build structures, exploring how they can be made stronger, stiffer and more stable	*No DT project this half term as Art is the focus.*	**I know how to:** -explore and evaluate a range of existing products evaluate their ideas and products against design criteria	**I know how to:** -explore and evaluate a range of existing products evaluate their ideas and products against design criteria	*No DT project this half term as Art is the focus.*
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	Suggested focus designers/craftsmen: Paper lanterns – China Emperor Ming (the big round ones) Traditional paper oil lamps Making a lamp Suggested Designer – Esther Patterson – blown glass?	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden bridge or structure (woodwork).** Linked to the Great Fire of London / Dalton Mill enquiry in the DT Yearly Overview.	Suggested focus Clothes for a wolf in different climates Suggested designer- Althea McNish	*No DT project this half term as Art is the focus.*

Skills taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing -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	*No DT project this half term as Art is the focus.*	**I know how to:** • design a purposeful product using simple design criteria; • develop and communicate ideas through talking and drawing; • select suitable construction materials and tools; • measure, mark, cut, shape and join materials safely with support; • build a structure and explore how to make it stronger, stiffer and more stable; • test and evaluate the product against design criteria.	**I know how to:** -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing -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	*No DT project this half term as Art is the focus.*
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	Suggested Project: Design and create lamps. Evaluate old and new paper lamps inc. the style FN used in the hospital. Likes, dislikes, strengths, weaknesses etc. Ch to develop skills on strengthening paper by folding and layering etc. Ch to design and create own paper lamps using these skills.	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden bridge or structure (woodwork).** Children investigate existing bridges or simple structures, then design and make a wooden bridge or structure linked to the Great Fire / Dalton Mill enquiry. They measure and mark pieces, select suitable tools and joining methods, build for strength and stability, test their structure, make improvements and evaluate it against their design criteria.	Suggested Project: Design and create clothes that the wolf can wear in different climates.	*No DT project this half term as Art is the focus.*
	Enrichment: Healthy Foods Cycle B Children will take part in a half-term project focused on healthy eating. They will prepare and cook a range of healthy foods over the week including fruit kebabs, pitta pizza, healthy packed lunches etc. They will make then eat a different food each week. • NC Objectives: • To use the basic principles of a healthy and varied diet to prepare dishes • To understand where food comes from.					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Immersive theme of learning including key texts	Stone Age Boy (History) I wonder who came before me…	The Adventures of King Arthur (History) I wonder how the British monarchy has changed…	The Street Beneath My Feet (Science) I wonder what makes volcanoes vicious…	Malala's Magic Pencil (Geography) I wonder what our local story is…	The Night Gardener (Science) I wonder what happens in our allotment during the night…	Escape From Pompeii (History) I wonder who the Romans were and how they impacted Braford…
Experiences	Stone age houses using traditional methods and tools.	Trip to Royal Armouries to see jousting.	Georgia Okeefe inspired art Cliffe Castle-rocks and fossils visit	Explore local stories through reading, discussion and local-area learning.		Designing, making and testing wooden catapults; exploring how the moving parts launch a projectile.
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC		**I know how to:** **-**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 **-**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]	*No DT project this half term as Art is the focus.*		**I know how to:** -understand how key events and individuals in design and technology have helped shape the world **-**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] *Garden tool bags*	**I know how to:** **-**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
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus*	**Suggested Project: Castles with moving parts.** This is the Year 3 Autumn 2 project in the DT Yearly Overview.	*No DT project this half term as Art is the focus.*	No named DT project is listed in the DT Yearly Overview for this half term.	Suggested Project: Gardening tool bags Suggested focus Children to make their own gardening tool bags	**Suggested Project: Wooden catapults (woodwork).** This is the Year 3 Summer 2 project in the DT Yearly Overview.
Skills taken from the NC	*No DT project this half term as Art is the focus*	**I know how to:** -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	*No DT project this half term as Art is the focus.*	**I know how to:** • generate and develop ideas through discussion and drawings; • select suitable materials, tools and equipment for cutting, shaping, joining and finishing; • make and evaluate a product against design criteria and identify improvements.	**I know how to:** -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,	**I know how to:** -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 -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			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	exploded diagrams, prototypes, pattern pieces and computer-aided design -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
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus*	**Suggested Project: Castles with moving parts.** Children research castles and identify moving parts, then design and make a castle model with a working lever or other simple moving feature. They test the mechanism, make adjustments and evaluate the model against agreed criteria.	*No DT project this half term as Art is the focus.*	No named DT project is listed in the DT Yearly Overview for this half term.	Suggested project: Children to evaluate current gardening tool nags and discuss how durable they need to be as they hold heavy/sharp equipment. Children are going to design and make their own bag – children to use their sewing skills to join their material together thinking about which stitch and material is going to be the most suitable to ensure the bag is long lasting.	**Suggested Project: Wooden catapults (woodwork).** Children design, build and test a wooden catapult. They explore how the structure and moving parts affect the launch, make changes after testing, and evaluate accuracy, range and stability against their design criteria.
	Enrichment: Food festivals – cycle B Children will take part in a half-term project that focuses on preparing, making and evaluating foods from around the world. Children will make Holi sugar cookies, Gajar Halwa, Spanish style French toast with cinnamon and honey, Spanish traybake with chorizo and peppers, Twice baked sweet potatoes with guacamole, Vegan quesadilla, Pea, feta and quinoa rolls with roast tomato nam prik, Toffee banana Japanese rolls, Halloumi kebabs with thyme and lemon baste, Brazilian cheese bread, Classic Latkes and Apple Matzo Kugel NC objectives: DT 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 Geography: • use maps to locate countries and describe features studied					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Immersive theme of learning including key texts	Egyptian Cinderella (History) I wonder who the Ancient Egyptians were…	Charlie and The Chocolate Factory (Science) I wonder what happens to the food I eat…	Rhythm of the Rain (Geography) I wonder where the water in the River Aire comes from…	Everest (Geography) I wonder what it's like to live on a mountain…	Beowulf (History) I wonder who were the Anglo Saxons and how have they shaped the United Kingdom…
Experiences	Egyptian hook – eating like an Egyptian, looking for Egyptian artefacts as an archaeologist.	Model of the digestive system practically, food enterprise project linked to Christmas fair.	Explore the water sources and water ways in our locality. Trip to Malham Cove to see the start of the River Aire.	Mountain and map reading hook day – Identifying countries on a map using an atlas, creating a replica of a globe, making notes from Planet Earth 2.	Viking day, Trip to Jorvik and Dig in York.
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.				
Knowledge taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -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	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**I know how to:** -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 -apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Chocolate (moulding on greaseproof paper)** **Suggested designer – Heston Blumenthal**	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**Suggested Projects: Wooden Viking ships (woodwork) and Egyptian collar (textiles).** Both projects are listed in the DT Yearly Overview for Year 4, Summer 1 and Summer 2.
Skills taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -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	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**I know how to:** -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 -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

		-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**			
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	Suggested Project: Children to complete a cookery based enterprise project to sell at the Christmas fair. The project will include evaluation of current products similar to those they will design, make and sell. Children will design and make their own products and market them to their specific target market.	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**Suggested Projects: Wooden Viking ships (woodwork) and Egyptian collar (textiles).** Projects continue across Summer 1 and Summer 2. Woodwork: design, construct and test a wooden Viking ship, considering joins, stability and whether it floats. Textiles: design and make an Egyptian collar, selecting materials and applying decoration. Evaluate each product against its purpose and design criteria.
	Enrichment: Food festivals – Cycle B Children will take part in a half-term project that focuses on preparing, making and evaluating foods from around the world. Children will make Holi sugar cookies, Gajar Halwa, Spanish style French toast with cinnamon and honey, Spanish traybake with chorizo and peppers, Twice baked sweet potatoes with guacamole, Vegan quesadilla, Pea, feta and quinoa rolls with roast tomato nam prik, Toffee banana Japanese rolls, Halloumi kebabs with thyme and lemon baste, Brazilian cheese bread, Classic Latkes and Apple Matzo Kugel NC objectives: DT 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 Geography: • use maps to locate countries and describe features studied				

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	The Man Who Walked Between the Towers (Science/Geography) I wonder if you can feel forces…	War Horse (History) I wonder who were the Bradford PALS…	Oliver Twist (Local History) I wonder who the Victorians are and how have they shaped Bradford…	The Highwayman (History) I wonder if punishment for crime really needs to be cruel and painful…	Curiosity (Science) I wonder if I will go to the moon…	The Explorer (Geography) I wonder why rainforests and rivers are so important…
Experiences	Magna trip		Bradford Industrial Museum Trip	Magistrate visit. Bradford police museum	Space VR – Google expedition Space dome	Tropical World
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -understand how key events and individuals in design and technology have helped shape the world -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	*No DT project this half term as Art is the focus.*	**I know how to:** -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 -apply their understanding of how to strengthen, stiffen and reinforce more complex structures	*No DT project this half term as Art is the focus.*	**I know how to:** -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 -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]
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden War Horse puppet.** Suggested designer from the yearly overview: Jo Lakin.		**Suggested Project: Thermos mug.** Suggested designer/product reference from the yearly overview: Thermos.	*No DT project this half term as Art is the focus.*	**Suggested Project: Making a cushion cover (textiles).**
Skills taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	*No DT project this half term as Art is the focus.*	**I know how to:** -use research and develop design criteria to inform the design of innovative, functional, appealing	*No DT project this half term as Art is the focus.*	**I know how to:** • use research and design criteria to plan a product for a particular user;

		prototypes, pattern pieces and computer-aided design -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		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 -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		• generate and communicate ideas through annotated sketches and pattern pieces; • select fabric and components for their functional and aesthetic qualities; • use tools and equipment to measure, mark, cut, join and finish fabric accurately; • use stitching and decorative techniques to create a suitable finish; • evaluate the finished product against design criteria and use feedback to improve it.
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden War Horse puppet.** Children investigate puppet forms and how a wooden puppet can move. They design and make a War Horse puppet, selecting suitable wood and joining methods, creating a movement mechanism where appropriate, finishing it carefully and evaluating its function and appearance.	*No DT project this half term as Art is the focus.*	**Suggested Project: Thermos mug.** Children investigate existing Thermos mugs and how containers keep drinks warm. They design and make a suitable mug model or prototype, select materials for their properties, test how well their design helps retain heat, and evaluate against their criteria.	*No DT project this half term as Art is the focus.*	**Suggested Project: Making a cushion cover (textiles).** Children investigate existing cushion covers and identify the needs of the intended user. They design and annotate a cover, create or adapt a template, choose suitable fabric, measure and cut pieces, join them using an appropriate stitch or method, add decoration where suitable, and evaluate the finished cover against their criteria.
	Enrichment focus – Food technology – Where does our food come from? Cycle B The main purpose of this enrichment project is to provide our children with a deep understanding of (building upon KS1 principles): - Where our foods come from - The pros and cons of importing food - Fair Trade - British Produce - Pros and cons of buying British Produce - The impact of war on food supply - Rations during the war					

	- A range of dishes incorporating British Produce NC objectives: DT 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. DT 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. DT 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 Cooking and nutrition (Design and Technology) 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.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Immersive theme of learning including key texts	Rose Blanche (History) I wonder how World War 2 shaped Britain and our local area…	Pig Heart Boy (Science) I wonder why my heart keeps beating….	Who Let the Gods Out? (History) I wonder if Ancient Greeks have impacted my life…	Wonder (Science) I wonder how plants and animals have changed over time…	Boy 87 (RSE/Geography/Transition project) I wonder why Bradford is a 'City of Sanctuary'…	
Experiences	1940's day: Learning to waltz and role-play as a child-evacuee. Exploring WW2 propaganda Dig for Victory: harvesting vegetables. Designing and testing Anderson shelters	Research Spitfire aircraft and explore how a wooden model can include a moving part powered by a simple electrical circuit.	Ancient Greek pottery making. Leeds Galleries and Museums Ancient Greeks into school. Ancient Greek feast.	Hook: Planet of the Apes Debate on the Theory of Evolution. STEM Ambassador fossils visit.		Prop Making Drama production including acting, singing and dancing Show to be performed at Victoria Hall Oscars ceremony
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	**I know how to:** -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.	**I know how to:** -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.	**I know how to:** -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.	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**I know how to:** -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.
Knowledge bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden Spitfire with a moving part using electricity.** Suggested designer named in the yearly overview: Tinker Hatfield (sports trainers).	Suggested focus designers/craftsmen: Clarice Cliff Suggested designer – Emma Bridgewater	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**Suggested Project: Props, staging and costumes for the end-of-year show.** Suggested designer named in the yearly overview: Hussein Chalayan (clothes designed to look like objects).
Skills taken from the NC	*No DT project this half term as Art is the focus.*	**I know how to:** -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -evaluate their ideas and products against their own	**I know how to:** -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -evaluate their ideas and products against their own	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**I know how to:** -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,

		design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures			prototypes, pattern pieces and computer-aided design - 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 - 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]
Skills bespoke for RSM pupils	*No DT project this half term as Art is the focus.*	**Suggested Project: Wooden Spitfire with a moving part using electricity.** Children research Spitfire aircraft, design and make a wooden model, and plan a moving part powered by a simple electrical circuit. They select and use tools safely and accurately, test the mechanism and circuit, make improvements and evaluate the model against their design criteria.	Suggested Project: Design and make a range of functional pottery items. Modroc/Clay could be used for this and then finished with a varnish (H&S precautions when finding and using an appropriate varnish.) Children will compare the uses of pottery within ancient Greek times and now- art or functional? Children will study modern potters and use these as design inspiration for their own.	*No DT project this half term as Art is the focus.*	*No DT project this half term as Art is the focus.*	**Suggested Project: Props, staging and costumes for the end-of-year show.** Children investigate how stage props, staging and costumes support a live performance. They design and make props or costume elements that meet the needs of the production, drawing inspiration from Hussein Chalayan's sculptural clothing where appropriate. They evaluate appearance, function, suitability and safe use on stage.
	Enrichment focus – Food technology – The Great British Bake Off The main purpose of this enrichment project is to provide our children with a deep understanding of (building upon KS1 principles): • A range of dishes incorporating British Produce NC objectives: DT 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. DT 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. DT 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 Cooking and nutrition (Design and Technology) 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.

Progression of specific Design & Technology skills:

D&T - Design and technology is an inspiring, rigorous and practical subject. Using **creativity and imagination,** pupils **design and make products** that solve **real and relevant problems** within a **variety of contexts** (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment), considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how **to take risks, becoming resourceful, innovative, enterprising** and **capable citizens**. Through the evaluation of past and present design and technology, they develop a critical understanding of its **impact on daily life and the wider world.** High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	I know how to: - Talk about what I am going to do and/ why I have made something - Explore modelling ideas	I know how to: - Suggest ideas and explain what I am going to do - Begin to draw on their own experience to help generate ideas - Begin to develop their ideas through talk and drawings - Model their ideas using paper, card or using ICT	I know how to: - Generate ideas by drawing on their own and others people's experiences - Develop ideas through discussion, observation, drawing and modelling - Identify a purpose for what I intend to make - Make simple drawings and label parts.	I know how to: - Generate ideas for an item considering its purpose and users - Identify a purpose and establish criteria for a successful product - Plan the order of their work before starting - Make drawings with labels when designing - Start to understand whether products can be recycled or reused	I know how to: - Generate ideas considering the purposes, users and aesthetics - Confidently make labelled drawings from different views showing specific features - Develop a clear understanding of what has to be done, how to use materials, equipment and processes and suggesting alternatives if the first attempts fail. - Identify strengths, and areas of development in	I know how to: - Generate, develop and brainstorm ideas considering the purposes, users and aesthetics - With growing confidence apply a range of finishing techniques, including those from art and design - Draw up a specification for my design (maths and science link) - With growing confidence select appropriate	I know how to: - Generate, develop, model and communicate ideas through discussion and detailed labelled drawings - Plan the order of my work choosing appropriate tools, materials and techniques - Use research and develop design criteria to inform the design innovative, functional, appealing products that are fir for a purpose

					my products and ideas - Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	materials, tools and techniques - Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose	
Working with tools, equipment, materials and components to make quality products	I know how to: - Explore assembling materials together with a purpose in mind - Begin to select and use simple tools safely - Explore how simple tools may affect materials - Use some vocabulary to describe materials - Manipulate materials	I know how to: - Begin to make my design using simple techniques - With help, measure, mark out, cut and shape a range of materials - Explore using simple tools safely E.g. scissors, hole punch - Begin to assemble, join and combine materials together using a range of temporary methods E.g. Glue, tape - Begin to think about simple finishing techniques to improve the appearance of the product	I know how to: - Begin to select tools and materials, using correct vocabulary to name and describe them. - Measure, mark out and cut with some accuracy - Use hand tools safely - Explore how a product can be made stronger, stiffer and more stable - Cut, shape and join fabric to make a simple product using basic sewing techniques - Assemble, join and combine materials in order to make a product - Start to choose and use appropriate finishing techniques	I know how to: - Select a wider range of tools and techniques safely for making my product - Explain my choice of tools and equipment - Think about my ideas as I make my progress and be willing to change things if it helps them improve their product - Start to measure, pin, cut and join fabric with some accuracy	I know how to: - Suggest a wider range of tools and techniques for making a product - Measure, mark out and cut and assemble components with more accuracy using a range of material, equipment and techniques - Join and combine materials and components accurately in temporary and permanent ways. - Reinforce and strengthen a 3D framework - Sew using a range of different stitches, weave and knit	I know how to: - Select appropriate materials, tools and techniques e.g cutting, shaping, joining and finishing accurately - Select from and use a range of materials and components according to their functional properties and aesthetic qualities. - Demonstrate how to use skills with different tools and equipment safely and accurately with growing confidence to ensure a good-quality finish to the product - Weigh and measure accurately (time, liquids, materials) - Use finishing techniques to strengthen and improve the	I know how to: - Confidently select appreciate tools, materials, components and techniques - Use tools safely and accurately - Assemble components to make working models - Achieve a quality product - make modifications as I go along to improve my product - Construct a product using permanent techniques - Use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT

						appearance of my product.	
Evaluating processes and products	I know how to: - Begin to explain what I like and dislike about my own work - Begin to find similarities and differences between products/models	I know how to: - Begin to evaluate my product by discussing how well it works - Begin to identify strengths and possible change I might make to their product - Explain what I like and dislike about existing products and explain why -	I know how to: - Evaluate my work against my design/plan - Evaluate my product as it is developed, identifying strengths and possible changes I might make - Explain what I like and dislike about a range of existing products and explain why. - Talk about my own ideas with confidence, saying what I like and dislike about them.	I know how to: - Evaluate my product against original criteria e.g. how well it meets the intended purpose - Explore, disassemble and evaluate familiar products. - Evaluate the key designs of individuals in design and technology that has helped shape the world.	I know how to: - Evaluate my products by carrying out appropriate tests - Explore, disassemble and evaluate familiar products and consider the views of others to improve them. - Start evaluating my work both during and at the end - Continue the evaluate key designs that has helped shape the world	I know how to: - Evaluate a product against the original design specification and by carrying out tests. - Evaluate my work both during and at the end - Begin to evaluate it personally and seek evaluation from others	I know how to: - Evaluate a product, identifying strengths are areas for development and carrying out appropriate tests - Record evaluations using drawings with labels - Evaluate against original criteria and suggest ways the product could be improved
Technical knowledge		I know how to: - Explore and use mechanisms E.g. leavers, sliders, wheels and axles	I know: - That mechanical systems such as leaver and linkages create movement	I know: - that mechanical and electrical systems have an input, process and output. - How simple electrical circuits and components can be used to create functional products	I know: - How mechanical systems such as cams, pulleys or gears create movement - How more complex electrical circuits and components can be used to create functional products - briefly how to program, monitor and control their product using computing	I know how to: - use mechanical systems in my product (cams, leavers, pulleys, gears) - use more complex electrical circuits and components to create functional products	I know how to: - confidently use and select appropriate mechanical systems in my product (cams, leavers, pulleys, gears) - use more complex electrical circuits and components to create functional products and explain why I have chosen these circuits
Food and Nutrition (Taught through Enrichment)	I know how to: - begin to name and sort foods based on their properties	I know how to: - prepare food hygienically - name and sort foods	I know how to: - prepare simple dishes safely and hygienically without using heat.	I know how to: - Describe how food ingredients come together - Use techniques such as peeling,	I know how to: - Use a range of techniques such as peeling, chopping, grating, slicing,	I know how to: - Use a range of tools and equipment competently	I know how to: - Select and use range of techniques, tools and equipment

Science/Maths links	- discuss where certain foods may come from - understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	- understand that food has come from plants or animals and that it has been farmed, grown elsewhere or caught	- Describe the ingredients I am using - Use simple techniques such as cutting and peeling - Create a balanced diet	chopping, slicing, mixing, kneading and baking. - Prepare dishes safely and hygienically including the use of heat where appropriate. - Understand that food is grown, farmed and caught in the Wider World	mixing, spreading, kneading and baking. - Measure accurately - Create a balanced diet and understand that that it is made up from a variety and balance of different food and drink - Know that to be healthy, food and drink are needed to provide energy for the body	- Understand that seasons may affect the food available - Understand that different food and drink contain different substances (e.g. fibre, nutrients, water etc) that are needed for health.	confidently and safely - Prepare aesthetically pleasing dishes with finishing techniques where appropriate.

Structure of a DT project:

For a DT project, the below steps need to be completed. This doesn't mean that 'one off' DT activities cannot be completed however please be mindful that DT outcome must have a purpose and not simply be model making other than where specific technology skills are being taught.

1. Evaluate and appraise current/past examples of the item they will be designing/making.
2. Be taught the skills needed to make the project (having strong science links works really well here as it is a great chance to apply technical science objectives).
3. Be taught the skills needed to design- this could be a type of diagram method, what makes things ergonomic, aesthetically pleasing etc.
4. Design the product- this may be individually, paired, small groups, whole class.
5. Make the product- this may be individually, paired, small groups, whole class.
6. Evaluate against a set of criteria linking to the project i.e. if food, aesthetics, taste etc.