|  | **Autumn** | **Spring** | **Summer** |
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| **Year Group** |  | | |
| **Year 1** | **Sliders and Leavers**  Progression of Skills   * about the movement of simple mechanisms such wheels and axles | **Food – preparing fruit and vegetables**  Progression of Skills   * that all food comes from plants or animals * that food has to be farmed, grown elsewhere (e.g. home) or caught * how to use techniques such as cutting, peeling and grating | **Free standing structures**  Progression of Skills   * how freestanding structures can be made stronger, stiffer and more stable * about the simple working characteristics of materials and components |
| **Year 2** | **Food – Sandwiches**  Progression of Skills   * how to name and sort foods into the five groups in the Eatwell plate * everyone should eat at least five portions of fruit and vegetables every day * how to prepare simple dishes safely and hygienically, without using a heat source | **Mechanisms – Wheels and axels**  Progression of Skills   * about the movement of simple mechanisms such wheels and axles | **Textiles – Templates and joining techniques**  Progression of Skills   * that a 3-D textiles product can be assembled from two identical fabric shapes |
| **Year 3** | **Food - Healthy and varied diet (bread-based product)**  ***Suggested Unit - Christmas Card Idea - Mechanical Systems - Levers and linkages***  Progression of Skills   * that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate * how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source * how to use a range of techniques such as kneading and baking * that to be active and healthy, food and drink are needed to provide energy for the body | **Mechanical Systems – Pneumatics**  Progression of Skills   * how mechanical systems such as levers and linkages or pneumatic systems create movement | **Textiles – 2D Shape to 3D product**  Progression of Skills   * that a single fabric shape can be used to make a 3D textiles product |
| **Year 4** | **Nets – Structure/shell structure**  Progression of Skills   * how to use learning from mathematics to help design and make products that work * how to program a computer to control their products * how to make strong, stiff shell structures * how to use learning from science to help design and make products that work | **Electricity - Night Light**  Progression of Skills   * that mechanical and electrical systems have an input, process and output * how simple electrical circuits and components can be used to create functional products | **Food – Celebrating seasonality**  **(Growing own produce – allotment link)**  Progression of Skills   * that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world * that recipes can be adapted to change the appearance, taste, texture and aroma * how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source * how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading * that seasons may affect the food available |

| **EYFS** | The statutory Early Years Foundation Stage framework for England clearly identifies and strengthens the role of design and technology. The subject is specifically named in the area of learning ‘Expressive Arts and Design’ alongside art, music, movement, dance and role-play. The early learning goals for Expressive Arts and Design indicates what children should know, understand and be able to do by the end of the reception year. A significant proportion of this learning should be delivered through high quality design and technology experiences and activities (both adult lead and child initiated), enabling children to ‘safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function’ and ‘use what they have learnt about media and materials in original ways, thinking about uses and purposes’. | | |
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