Curriculum and skills coverage for Design and Technology								
	Foundation Stage 1	Foundation stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing,	N1- To	R1- To show	1.1- Design	2.1- Design	3.1- Use	4.1- Use	5.1- Use	6.1- Use
planning and	understand	understandin	purposeful,	purposeful,	research and	research and	research and	research and
communicatin	that	g of the need	functional,	functional,	develop	develop	develop	develop
g ideas.	equipment	for safety	appealing	appealing	design	design	design	design
	and tools	when tackling	products for	products for	criteria to	criteria to	criteria to	criteria to
	have to be	new	themselves	themselves	inform the	inform the	inform the	inform the
	used safely.	challenges	and others	and others	design of	design of	design of	design of
		and consider	based on a	based on a	innovative,	innovative,	innovative,	innovative,
		and manage	design	design	functional	functional	functional	functional
		some risks.	criteria.	criteria.	appealing	appealing	appealing	appealing
					products that	products that	products that	products that
		R2- To show	1.2-		are fit for	are fit for	are fit for	are fit for
		understandin	Generate,	2.2-	purpose and	purpose and	purpose and	purpose and
		g of how to	develop,	Generate,	aimed at	aimed at	aimed at	aimed at
		transport and	model and	develop,	particular	particular	particular	particular
		store	communicat	model and	individuals or	individuals or	individuals or	individuals or
		equipment	e their ideas	communicat	groups.	groups	groups	groups
		safely.	through	e their ideas				
			talking,	through	3.2-	4.2-	5.2-	6.2-
			drawing,	talking,	Generate,	Generate,	Generate,	Generate,
			templates,	drawing,	develop,	develop,	develop,	develop,
			mock-ups.	templates,	model and	model and	model and	model and
				mock-ups	communicate	communicate	communicate	communicate
				and ICT.	their ideas	their ideas	their ideas	their ideas
					through	through	through	through
					discussion,	discussion,	discussion,	discussion,
					annotated	annotated	annotated	annotated
					sketches,	sketches,	sketches,	sketches,
					cross-	cross-	cross-	cross-
					sectional and exploded	sectional and	sectional and exploded	sectional and exploded
					diagrams,	exploded diagrams,	diagrams,	diagrams,
					prototypes,	prototypes,	prototypes,	prototypes,
					prototypes, pattern	prototypes, pattern	prototypes,	prototypes, pattern
					pieces.	pieces.	pattern pieces and	pattern pieces and

							computer	computer
							computer-	computer-
387 1 2 241	NO T	D0 T	40011	00011	00011	40011	aided design	aided design
Working with	N2- To use	R3- To use	1.3- Select	2.3- Select	3.3- Select	4.3- Select	5.3- Select	6.3- Select
tools,	one-handed	simple tools	from and use	and use a	and use a	and use a	and use a	and use a
equipment,	tools and	to effect	a range of	range of	range of	range of	range of	range of
materials and	equipment	changes to	tools and	tools and				
components	e.g. making	materials.	equipment to	equipment to				
to make	snips in		perform	perform	perform	perform	perform	perform
quality	paper with	R4- To	tasks (for	tasks (for				
products	scissors.	handle tools,	example	example	example	example	example	example
		objects,	cutting,	cutting,	cutting,	cutting,	cutting,	cutting,
	N3- To	construction	shaping,	shaping,	shaping,	shaping,	shaping,	shaping,
	show skill in	and	joining and	joining and	joining and	joining and	joining and	joining and
	making toys	malleable	finishing).	finishing).	finishing)	finishing)	finishing)	finishing)
	work by	materials			accurately.	accurately.	accurately.	accurately.
	pressing	safely and	1.4- Select	2.4- Select				
	parts or	with	from and use	from and use	3.4- Select	4.4- Select	5.4- Select	6.4-Select
	lifting flaps	increasing	a wide range	a wide range	from and use	from and use	from and use	from and use
	to achieve	control.	of materials	of materials	a wider	a wider	a wider	a wider
	effects such		and	and	range of	range of	range of	range of
	as sound,		components	components	materials	materials and	materials and	materials and
	movement	R5- To	including	including	and	components	components	components
	or new	practise	construction	construction	components	including	including	including
	images.	some	materials,	materials,	including	construction	construction	construction
		appropriate	textiles and	textiles and	construction	materials,	materials,	materials,
	N4- To	safety	ingredients	ingredients	materials,	textiles and	textiles and	textiles and
	capture	measures	according to	according to	textiles and	ingredients	ingredients	ingredients
	experiences	without direct	their	their	ingredients	according to	according to	according to
	and	supervision.	characteristi	characteristi	according to	their	their	their
	responses	-	C.	C.	their	functional	functional	functional
	with a range				functional	properties	properties	properties
	of media.	R6- To	1.5- Build	2.5- Build	properties	and aesthetic	and aesthetic	and aesthetic
		experiment to	structures	structures	and aesthetic	qualities.	qualities.	qualities.
	N5- To use	create	exploring	exploring	qualities.			
i	various	1	how they	how they	l -	1	1	l
	lifting flaps to achieve effects such as sound, movement or new images. N4- To capture experiences and responses with a range of media. N5- To use	increasing control. R5- To practise some appropriate safety measures without direct supervision. R6- To experiment to	a wide range of materials and components including construction materials, textiles and ingredients according to their characteristi c. 1.5- Build structures exploring	a wide range of materials and components including construction materials, textiles and ingredients according to their characteristi c. 2.5- Build structures exploring	from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic	from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic	from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic	from and to a wider range of materials and aesth range of materials, textiles and ingredient according their functional properties and aesth

a a madeu sadi a m	d:fforout	000 ho mod-l-	000 ho mod-l-	2 5	A.E. Amalu	E E Amplu	C.E. Annly
construction	different	can be made	can be made	3.5-	4.5- Apply	5.5- Apply	6.5- Apply
materials.	textures.	stronger,	stronger,	Understand	their	their	their
NO T	5- -	stiffer and	stiffer and	and use	understandin	understandin	understandin
N6 - To	R7- To	more stable.	more stable.	mechanical	g of how to	g of how to	g of how to
show an	understand			systems in	strengthen,	strengthen,	strengthen,
interest in	different	1.6- Explore		their	stiffen and	stiffen and	stiffen and
technologic	media can be	and use		products (for	reinforce	reinforce	reinforce
al toys with	combined to	mechanisms		example,	more	more	more
knobs,	create new	for example		gears,	complex	complex	complex
pulleys or	effects.	levers,		pulleys,	structures.	structures.	structures.
real objects		sliders,		cams, levers			
	R8- To	wheels and		and linkages.	4.6-		6.6-
N7- Begin	manipulate	axles in their			Understand		Understand
to construct,	materials to	products.			and use		and use
stacking	achieve a				electrical		mechanical
blocks	planned				systems in		systems in
vertically	effect.				their		their
and					products for		products (for
horizontally,	R9- To				example		example,
making	construct				series		gears,
enclosures	with a				circuits		pulleys,
and creating	purpose in				incorporating		cams, levers
spaces.	mind, using a				switches,		and linkages
•	variety of				bulbs,		
N8- Joins	resources.				buzzers and		6.7-
construction					motors.		Understand
pieces	R10- To use						and use
together to	simple tools						electrical
build and	and						systems in
balance	techniques						their
	competently						products for
	and						example
	appropriately.						series
	appropriatory.						circuits
							incorporating
					l .		moorporating

sel appres and wo ned and techniques and techniques and the using the content of	chniques eded to ape, semble d join aterials ey are ng. 3- To eate simple		switches, bulbs, buzzers and motors 6.8- Apply their understandin g of computing to program, monitor and control their products.
n c	oresentatio of events, ople and ects.		
cho par col	4- To cose rticular ours for a rpose.		
	5- To		

		equipment and tools effectively. R16- To safely use and explore a variety of materials, tools and techniques, experimentin g with colour, design,						
		texture, form and function.						
Evaluating	N9- To	R17- To use	1.7- To	2.6- To	3.6-	4.7-	5.6-	6.9-
processes and	show an	what they	explore a	explore a	Investigate	Investigate	Investigate	Investigate
products	interest in technologic	have learnt about media	range of existing	range of existing	and analyse a range of			
	al toys with	and materials	products.	products.	existing	existing	existing	existing
	knobs,	in original	producto.	producto.	products.	products.	products.	products.
	pulleys or	ways,	1.8- To	2.7- To				•
	real objects.	thinking	evaluate	evaluate	3.7- Evaluate	4.8- Evaluate	5.7- Evaluate	6.10-
	NIAO T	about uses	their	their	their ideas	their ideas	their ideas	Evaluate
	N10- To	and	products	products	and products	and products	and products	their ideas
	develop preferences	purposes.	against a design	against a design	against their own design	against their own design	against their own design	and products against their
	for forms of	R18- To	criteria.	criteria.	criteria and	criteria and	criteria and	own design
	expression.	represent			consider the	consider the	consider the	criteria and
		their own			views of	views of	views of	consider the
	N11-	ideas,			others to	others to	others to	views of
	Realises	thoughts and			improve their	improve their	improve their	others to
	tools can be	feelings			work.	work.	work.	

	used for a purpose.	through design and technology.					5.8- Understand how key events and individuals in design and technology have shaped the world.	improve their work. 6.11- Understand how key events and individuals in design and technology have shaped the world.
Food and Nutrition	N12- To use one-handed tools and equipment. N13- To understand that equipment and tools have to be used safely.	R19- To use simple tools to effect changes. R20- To handle tools safely and with increasing control. R21- To show understandin g of the need for safety when tackling new challenges and consider and manage some risks.	1.9- Use the basic principles of a healthy and varied diet to prepare dishes. 1.10- To understand where food comes from.	2.8- Use the basic principles of a healthy and varied diet to prepare dishes. 2.9- To understand where food comes from	3.8- Understand and apply the principles of a healthy and varied diet. 3.9- Prepare and cook a variety of predominantl y savoury dishes using a range of cooking techniques.	4.9- Understand and apply the principles of a healthy and varied diet. 4.10- Prepare and cook a variety of predominantl y savoury dishes using a range of cooking techniques. 4.11- Understand seasonality and know where and	5.9- Understand and apply the principles of a healthy and varied diet. 5.10- Prepare and cook a variety of predominantl y savoury dishes using a range of cooking techniques.	6.12- Understand and apply the principles of a healthy and varied diet. 6.13- Prepare and cook a variety of predominantl y savoury dishes using a range of cooking techniques. 6.14- Understand seasonality and know where and

R22- To show understandir g of how to transport and store equipment safely.		how a variety of ingredients are grown, reared, caught and processed.	how a variety of ingredients are grown, reared, caught and processed
R23- To practice some appropriate safety measures without direct supervision.	t		
R24- To use simple tools and techniques competently and appropriately			