



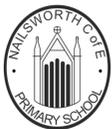
Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overview	<p>ELG: Expressive art and design/creating with materials:</p> <p>Study work made by both female and male designers/architects etc. from a diverse range of cultural backgrounds.</p> <p>Share their creations, explaining the process they have used.</p> <p>Creating with materials: Make use of props and materials when role-playing characters in narratives and stories.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Design, Make, Evaluate a product for themselves and others:</p> <p>Explore and evaluate a range of existing products created by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Select from and use a wide range of materials and components, including construction materials exploring and using mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	<p>Design, Make, Evaluate a product for themselves and others:</p> <p>Explore and evaluate a range of existing products created by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Select from and use a wide range of materials and components, including textiles, construction materials exploring and using mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	<p>Design, Make, evaluate product.</p> <p>Explore and evaluate a range of existing products created by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Understand how events and individuals in design and technology have helped shape the world.</p> <p>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.e. research/try other recipes and evaluate then choose a society group to design your balanced dish for e.g. a vegan meal</p> <p>Cook savoury dishes. Understand seasonality.</p>	<p>Design, Make, evaluate product.</p> <p>Explore and evaluate a range of existing products.</p> <p>Understand how events and individuals in design and technology have helped shape the world, creations by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Use technical knowledge-how to strengthen, use mechanical systems. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>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.e. research/try other</p>	<p>Design, Make, evaluate product.</p> <p>Explore and evaluate a range of existing products.</p> <p>Understand how events and individuals in design and technology have helped shape the world, creations by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Use technical knowledge-how to strengthen, use electrical systems. Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Use technical knowledge-how to strengthen, use mechanical systems</p> <p>Use research and develop design criteria to inform the design of innovative,</p>	<p>Design, Make, evaluate product.</p> <p>Explore and evaluate a range of existing products.</p> <p>Understand how events and individuals in design and technology have helped shape the world, creations by both male and female designers from a diverse range of cultural backgrounds.</p> <p>Cook savoury dishes. Understand seasonality. Understand how ingredients are grown, caught reared and processed. Use technical knowledge-how to strengthen, use electrical systems. Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Overview (continued)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Select from and use a wide range of materials and components, including textiles.		Understand how ingredients are grown, caught reared and processed. 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].	Understand how ingredients are grown, caught reared and processed. 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].	Understand how ingredients are grown, caught reared and processed. 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].	Understand how ingredients are grown, caught reared and processed. 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].	Understand how ingredients are grown, caught reared and processed. 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].
Skills progression: Design	Design - purposeful, functional, appealing products for themselves and other users based on design criteria.	Design - purposeful, functional, appealing products for themselves and other users based on design criteria.	Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	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.	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.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression: Making	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].	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Select from and use a wider range of tools and equipment to perform practical tasks [for example: cutting, shaping, joining and finishing].	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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Skills progression: Evaluating	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	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.	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.	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	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
Skills progression: Technical knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable.	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.	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]	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.	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.



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression: Food technology	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	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 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.	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.	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.
Designers studied	Danielle Merfeld (electrical/renewable energy engineer) Amelia Simmons (chef) Lucienne Day (textile designer) Gaudi (architect)	Delia Smith (chef) Lorenzo Adkins (mechanical engineer) Cath Kidson (textiles designer)	Katrina Coombs (textiles) Wilbur and Orville Wright (mechanical engineers) Ken Hom (chef)	Eiffel (mechanical engineer) Alessandro Voltra Aida Shaaban (chef)	Karl Benz (mechanical engineer) Nikola Tezla (electrical engineer) Madhur Jaffrey (chef) Leonardo Da Vinci (mechanical engineer)	Doctor Ambroise Pare (mechanical engineer and forerunner in prosthetics design) Heston Blumenthal (chef)	Elon Musk (electrical engineering) Antonio Carluccio (Chef) George Stephenson (mechanical engineer)
Cross-curricular links	Maths (geometry) Art (architecture/landmarks) Geography (places around the world) Science (water)	History (water wheel) Geography (continents) Science/PSHE (healthy eating)	Science (physics/materials) Maths (time) Geography (continents) Science/PSHE (healthy eating)	Geography (capital cities) History (ancient Egypt) Maths (geometry)	Geography (countries) History (machines)	Science (human body) English (classic literature)	Geography (countries) Science (steam energy)
Products	1.Windmill 2. Cupcakes 3.Gaudi tower from card fabric collage.	1.Omlette 2.water wheel 3.Chinese noodle dishes.	1.Paper aeroplanes 2.Weaving 3.Healthy, savoury, Chinese dish.	1.Egyptian/British breads. 2.Bridge 3.Lamp	1.Samosas 2.Helicopter 3.Motorised car	1.Robotic arm 2.Electrical robot 3.Modern, savoury meal	1.Electrical vehicle 2.Pizza and pasta dishes 3.Steam engine