## Menston Primary School Design Technology Long-Term Overview 2025-26



There are 4 Kapow units across each year group - Structures, Mechanisms, Food Tech and Textiles. Each unit is 4 lessons long. At Menston, we ensure Food tech, textiles and structures is taught over the phase. Mechanisms being taught in most year groups. For KS2, we ensure that there is enough coverage of STEM and the Digital World over the 4 year groups. We ensure that there is enough coverage of the National curriculum and progression as the children move up year groups. For one of Year 2 units, we will be using a Plan Bee unit for structures because there is more coverage compared to Kapow.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Structures: Junk	Textiles: Puppets	Structures: Baby	Structures-Pavilions	STEM- Electrical	STEM-Doodlers	Mechanisms:
Term	Modelling	Explore different ways	Bear's Chair	from Year 4.	systems- Torches	Explore series	Automata toys
	Exploring	of joining fabrics	Using the tale of	Exploring pavilion	Pupils apply their	circuits further and	Use woodworking
	materials through	before creating hand	Goldilocks and the	structures, learning	scientific	introduce motors.	skills, pupils
	junk modelling,	puppets based upon	Three Bears as	about what they are	understanding of	Explore how the	construct an
	children develop	characters from a	inspiration, pupils help	used for and	electrical circuits to	design cycle can be	automata;
	their scissor skills	well-known fairytale.	Baby Bear by making	investigate how to	create a torch made	approached at a	measuring and
	and awareness of	Develop technical	him a brand-new	create strong and	from recycled and	different starting	cutting their
	different	skills of cutting,	chair, exploring	stable structures	reclaimed materials	point, by	materials,
	materials and	glueing, stapling and	different shapes	before designing and	and objects. They	investigating an	assembling the
	joining	pinning.	and materials. When	creating their own	design and evaluate	existing product,	frame, choosing
	techniques.		designing the chair,	pavilions, complete	their product against	which uses a	cams and designing
	Children begin to		they consider his	with cladding.	set design criteria.	motor, to	the characters that
	make verbal plans		needs and what he			encourage pupils to	sit on the followers
	and material		likes.			problem-solve and	to form an
	choices before					work out how the	interactive shop
	starting and					product has been	display.
	problem solve					constructed, ready	
	while making					to develop their	
	their model.					own.	
NC mapping	-Develop small	Design purposeful,	Build structures,	Apply their	Understand and use	Apply their	Understand and use
	motor skills so	functional, appealing	exploring how they	understanding of how	electrical systems in	understanding of	mechanical systems
In bold-	that they can use	products for	can be made	to strengthen, stiffen	their products [for	how to strengthen,	in their products [for
Technical	a range of tools	themselves and other	stronger, stiffer and	and reinforce more	example, series	stiffen and	example, gears,
knowledge	competently,	users	more stable.	complex structures.	circuits incorporating	reinforce more	pulleys, cams, levers
NC link.	safely and	based on design			switches, bulbs,	complex	and linkages].
	confidently.	criteria.	Design purposeful,	Use research and	buzzers and motors].	structures.	
Other-	-Explore, use and		functional, appealing	develop design criteria			Use research and
	refine a variety of		products for	to inform the design			develop design

Links to	artistic effects to	Generate, develop,	themselves and other	of innovative,	Use research and	Understand and	criteria to inform the
other parts	express ideas	model and	users based on design	functional, appealing	develop design criteria	use electrical	design of innovative,
of NC	and feelings.	communicate their	criteria.	products that are fit	to inform the design	systems in their	functional, appealing
	-Return to and	ideas through talking,		for purpose, aimed at	of innovative,	products [for	products that are fit
	build on their	drawing,	Generate, develop,	particular individuals	functional, appealing	example, series	for purpose, aimed
	previous learning,	templates, mock- ups	model and	or groups.	products that are fit	circuits	at particular
	refining ideas and	and, where	communicate their		for purpose, aimed at	incorporating	individuals or
	developing their	appropriate,	ideas through talking,	Generate, develop,	particular individuals	switches, bulbs,	groups.
	ability to	information and	drawing, templates,	model and	or groups.	buzzers and	
	represent them.	communication	mock- ups and, where	communicate their		motors].	Generate, develop,
	-Create	technology.	appropriate,	ideas through	Generate, develop,		model and
	collaboratively,		information and	discussion, annotated	model and	Use research and	communicate their
	sharing ideas,	Select from and use a	communication	sketches, cross-	communicate their	develop design	ideas through
	resources and	range of tools and	technology	sectional and exploded	ideas through	criteria to inform	discussion,
	skills.	equipment to perform		diagrams, prototypes,	discussion, annotated	the design of	annotated sketches,
		practical tasks [for	Select from and use a	pattern pieces and	sketches, cross-	innovative,	cross-sectional and
		example, cutting,	range of tools and	computeraided design.	sectional and	functional,	exploded diagrams,
		shaping, joining and	equipment to		exploded diagrams,	appealing products	prototypes, pattern
		finishing].	perform practical	Select from and use a	prototypes, pattern	that are fit for	pieces and
			tasks [for example,	wider range of tools	pieces and	purpose, aimed at	computer- aided
		Select from and use a	cutting, shaping,	and equipment to	computeraided	particular	design.
		wide range of	joining and finishing]	perform practical tasks	design.	individuals or	
		materials and		[for example, cutting,		groups.	Select from and use
		components, including	Select from and use a	shaping, joining and	Select from and use a		a wider range of
		construction	wide range of	finishing], accurately.	wider range of tools	Select from and	tools and equipment
		materials, textiles and	materials and		and equipment to	use a wider range	to perform practical
		ingredients, according	components,	Select from and use a	perform practical tasks	of tools and	tasks [for example,
		to their	including construction	wide range of	[for example, cutting,	equipment to	cutting, shaping,
		characteristics.	materials, textiles and	materials and	shaping, joining and	perform practical	joining and
			ingredients, according	components, including	finishing], accurately.	tasks [for example,	finishing], accurately.
		Evaluate their ideas	to their	construction materials,		cutting, shaping,	
		and products against	characteristics.	textiles and	Select from and use a	joining and	Investigate and
		design criteria.	Final make the state of	ingredients, according	wide range of	finishing],	analyse a range of
			Evaluate their ideas	to their characteristics.	materials and	accurately.	existing products.
			and products against	latianta and	components, including		Frankraka khadadada
			design criteria.	Investigate and	construction	Investigate and	Evaluate their ideas
				analyse a range of	materials, textiles and	analyse a range of	and products against
				existing products.	ingredients, according	existing products.	their own design

				Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	to their characteristics.  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.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	criteria and consider the views of others to improve their work.
Vocabulary	N/A	Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template	Design criteria, man- made, natural, properties, structure, stable, shape, model, test	3D shapes, Design criteria, Natural, Cladding, Innovative, Reinforce, Structure	Battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging, properties, sketch, test	circuit component configuration, current, develop DIY, investigate, motor, motorised problem solve, product analysis, series circuit, stable target user	Accurate, assembly-diagram, automata, Axle, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, exploded-diagram, finish, follower, frame, function, hand drill, jelutong, linkage, mark out, measure, mechanism, model, research, right-angle, set square, tenon saw
Links (D.T. across school)	Art craft and design unit-joining materials.  Plan, Do, Review in continuous						
Commentary	provision. This unit builds on children's prior	This unit builds upon the children's	This unit builds on child's knowledge of	This unit builds on the child's learning about	This unit builds on the children's experience	This unit builds on Year 4 introductory	This unit builds on children's learning

knowledge of	knowledge of how to	different materials	building a strong, stiff	of using electronic	STEM project on	throughout their
junk modelling	hold a pencil and use a	and which materials	and stable structure in	devices through the	torches. Children	Menston journey.
from Nursery.	range of small tools.	would be the most	Year 2. The children	school. It is the start of	will expand their	They need to draw
They will continue	The children will use a	effective. They will	will apply their	the children's learning	knowledge from	upon their
to focus on their	plastic needle and a	have an opportunity	knowledge to create	on electrical circuits in	standard circuits to	knowledge of axels
scissors skills and	basic running stitch to	to design and evaluate	more complex	Design Technology. It	circuits that have a	and begin to
manage a better	join two pieces of	their own products.	structures. This unit	links with their	motor. This unit	understand that
way to effectively	fabric together. This	This unit will prepare	will link into their	learning in Science on	helps children to	mechanisms, like
hold a pair of	unit prepares children	children for their	knowledge of 3D	how circuits are made.	problem solve and	cams, have different
scissors. It will link	for their Year 3 unit in	structures unit in Year	shapes in Maths. This	This unit prepares	think critically	shapes that create
in with current	textiles where they	3.	unit will prepare the	children for their Year	which will be useful	different
learning of Plan,	make a cushions and		children for their unit	5 unit of exploring	for the Year 6 units.	movements. They
Do and Review	practise their cross		in Year 5 on bridges.	series circuits further		also need to
with how to make	stitch technique.			by introducing a		understand how to
plans about what				motor.		make structures
they want to						sturdier.
make and then						
reflecting						
critically. This unit						
prepares them for						
individual						
creations during						
continuous						
provision and						
being more						
independent with						
their thinking and						
learning.						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Food Tech-	Food Technology-	Mechanisms: Making	Textiles: Cross stitch	Food tech-Soup	Food tech- What	Textiles- Stuffed
	Soup.	Making smoothies	a moving monster	and applique.	Design and make a	could be healthier?	toys
	Learning about	Handle and explore	After learning the	Making cushions.	healthy soup using	Research and modify	Create a stuffed toy
	vegetables and	fruits and vegetables	terms: pivot, lever and			a traditional	by applying skills

	where they come from while preparing to make a soup. Children describe the taste of a range of vegetables and design a soup recipe as a class. They practise cutting skills and prepare the vegetables for their class soup before	and learn how to identify which category they fall into, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.	linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.	Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own cushions or Egyptian collars.	seasonal food making healthy eating choices.	bolognese sauce recipe to make it healthier. Cook improved versions, creating appropriate packaging and learn about where the ingredients the importance of animal welfare when farming cattle.	learnt in previous units. Introduce blanket stitch.
NC mapping	class soup before testing the final product.  -Learn new vocabularyUse new vocabulary throughout the day  -Know and talk about the different factors that support their overall health and wellbeing: healthy eating.  -Develop small motor skills so that they can use a range of tools	Understand where food comes from.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology.  Select from and use a range of tools and	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and	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	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.	Apply their understanding of computing to program, monitor and control their products.  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,
	competently, safely and confidently.	equipment to perform practical tasks [for example, cutting, shaping,	communicate their ideas through talking, drawing, templates, mock- ups and, where	discussion, annotated sketches, cross-sectional and exploded	<b>3</b>	Generate, develop, model and communicate their ideas through	cross-sectional and exploded diagrams, prototypes, pattern pieces and

-Explore the natural world around them.  -Explore, use and refine a variety of artistic effects to express ideas and feelings  -Explore, use and refine a variety of artistic effects to express ideas and feelings  -Explore designs  -Explore, use and refine a variety of artistic effects to express ideas and feelings  -Explore designs  -Explore, use and refine a variety of artistic effects to express ideas and feelings  -Explore designs  -Explore and use a components, range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing].  -Explore and variety of materials, textiles and and feelings  -Explore designs  -Explore and use a component of equipment to perform practical tasks for example, cutting, shaping, joining and finishing].  -Explore and variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  -Explore and evaluate a range of existing products against design criteria.  -Explore and evaluate a range of wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  -Explore and evaluate a range of existing products against their own design criteria and consider the views of others to improve their work.  -Explore the mind use a design.  -Explore and variety of the perform practical tasks for example, cutting, shaping, joining and finishing], accurately.  -Explore and evaluate a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately.  -Explore and variety of the range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately.  -Explore and variety of the range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately.  -Explore and variety of the range of tools and equipment to perform practical tasks for example, cutting, shaping, joi	Γ .		Ţ		Т		T
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						world.	

Vocabulary  N/A  Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice  Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice  Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice  Axle, design criteria, input, linkage, mchanical, output, pivot, wheel.  Axle, design criteria, input, linkage, stitch, design, and ingredients tacktrure, taste, sweet, sour, hot, spicy, appearance, smell, preference, cook, fresh, savoury, hygienic, edible, grown, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  Links (D.T. across school)  The unit will be the start of children's cooking in shoolo, it links in well to healthy eating and promoting a healthy life which the life from EYFS. Children may begin and promoting a healthy life which the life from the cook of the c		1	T	T	ı	T	T	1
seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice  seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice  slice  stitch, design, equipment, fabric, patch, running stitch, thread, seam, texture, knot.  sour, hot, spicy, appearance, smell, preference, cook, fresh, savoury, hygienic, edible, grown, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  stitch, design, names of equipment, utensils, techniques diet, ingredients, supermarket, farm, balanced.  supermarket								
Across school)  The unit will be the start of children's cooking in school. It links in well to healthy eating and promoting a healthy life which  The unit will be the start of children such as cooking in school. It links in well to healthy life which  The unit will be the start of children's ability to use a range of small tools, such as healthy life which  This unit builds upon the children's knowledge of how to use small tools in EYFS. The children will build on their knowledge of types of waterials using more  This unit builds upon the children's knowledge of where food comes from and how to use tools safely. Children will begin to develop an understand how  This unit builds upon the children's knowledge of stitches and joining materials together. They will begin to understand how and how to do it.			seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel,	input, linkage, mechanical, output,	stitch, design, equipment, fabric, patch, running stitch, thread, seam,	names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, cook, fresh, savoury, hygienic, edible, grown, caught, frozen, tinned, processed, seasonal, harvested	processed, ethical, diet, ingredients, supermarket, farm,	appendage, blanket- stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing,
The unit will be the start of children's cooking in school. It links in well to healthy eating and promoting a healthy life which  This unit builds upon the children's ability to use other tools  This unit builds upon the children's the children's knowledge of how to use small tools in the children will build on their to use other tools  This unit builds upon the children's knowledge of where food comes from and the childr	across							
start of children's cooking in school. It links in well to healthy eating and promoting a healthy life which to use other tools  the children's knowledge of how to use small tools in build on their healthy life which  the children's knowledge from year 1 and making puppets. They will learn how to join materials using more  the children's knowledge of where knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to understand how  the children's knowledge of where food comes from and how to use tools safely. Children will begin to develop an understand how	•		-1	-1		-1		
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healthy eating and promoting a healthy life which to use other tools healthy life which h			l —	•	_		<u> </u>	
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healthy life which to use other tools knowledge of types of materials using more begin to develop an understand how and how to do it.		, ,			' ' ' '		_	
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I MA DISTUSS A IDEID I TRAT ANDW TROM TO I MOCRANISM TROM VOAT I COMBION I LINGUECTANDING OT NOW I TROVICAN CAN CEQUE I I NOV WILL ACCION TROM YEAR I COMBION		we discuss a lot in	that allow them to	mechanism from Year	complex	understanding of how	they can create	They will design their
our PSED lessons.   slice, peel, cut and   1. Children will learn   approaches; cross   foods differ between   variations within   own product and use					•	_	•	_
This unit will squeeze. They also what levers are and stitch and applique. seasons, follow recipes. It will help their new skill to					· •			·
prepare children begin to understand how they work. This This unit prepares recipes, embed their skills create this			'					
for more healthy what makes a unit prepares children   children for their   weigh/measure   further on where   effectively using		l ' '	_	I -	· ·	- · · · · · · · · · · · · · · · · · · ·		
eating when they healthy diet. This for their Year 4 unit on textiles unit in Year 6 ingredients and use food comes from other stitches from		· ·		1				, -
make smoothies in unit prepares the slingshot cars where where they will need heat to cook their and start to learn previous units too.			7			_		previous units too.
Year 1. This should children for their they will understand food. This unit about the			' '	_	,			•

	already have a	next unit in Year 2,	and use mechanical	to remember these	prepares children for	importance of	
	good base of	making balanced	systems in their	skills.	their Year 5 unit of	packaging on food.	
	knowledge of what	diet wraps and taste	products.		making a traditional		
	is good and bad for	testing food.			bolognese sauce recipe		
	their body.				to make it healthier.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Textiles-	Mechanisms: Making a	Food technology:	Digital World-	Mechanisms:	Structures- Bridges	Digital World-
	Bookmarks	moving story book	A balanced diet-	Wearable tech.	Slingshot cars.	After learning about	Navigating the World
	Developing fine	Learn about the main	making	Design, code and	Transform lollipop	various types of	Program a navigation
	motor skills	components of a	wraps/pizza wraps	promote a piece of	sticks, wheels, dowel	bridges and exploring	tool to produce a
	through a range	moving card. Develop	Explore and learn	wearable technology	and straws into a	how the strength of	multifunctional device
	of threading	understanding of how	what forms a	to use in low light	moving car.	structures can be	for trekkers. Combine
	activities before	card can fit into slots	balanced diet,	conditions,	Pupils use a glue gun	affected by the	3D virtual objects to
	moving on to use	and move back and	pupils will taste	developing their	to construct, make	shapes used, create	form a complete
	binka and a	forth.	test ingredient	understanding of	the launch	their own bridge and	product concept in 3D
	needle. Children		combinations from	programming to	mechanism, design	test its durability -	computer-aided
	design a		different food	monitor and control	and create the	using woodworking	design modelling
	bookmark,		groups that will	products to solve a	chassis of a vehicle	tools and techniques.	software.
	considering what		inform a wrap	design scenario.	using nets.		
	to include and		design of their				
	why and then		choice which will				
	follow their		include a healthy				
	designs to		mix of protein,				
	complete their		vegetables and				
	bookmarks.		dairy.				

NC mapping	-Develop small motor skills so that they can use	Identify whether a mechanism is a side-to-side slider or an up-and-	Understand where food comes from.	Apply their understanding of computing to	Understand and use mechanical systems in their products [for	Apply their understanding of how to strengthen,	Apply their understanding of computing to
	a range of tools	down slider and	Use basic	program, monitor	example, gears,	stiffen and reinforce	program, monitor and
	competently,	determine what	principles of a	and control their	pulleys, cams, levers	more complex	control their products.
	safely and	movement the	healthy and varied	products.	and linkages].	structures.	control then products.
	confidently.	mechanism will make.	diet to prepare	p. oddoto.	and minages].	311 434411 531	Use research and
			dishes.	Use research and	Use research and	Use research and	develop design criteria
	-Explore, use and	Clearly label drawings to		develop design	develop design	develop design	to inform the design of
	refine a variety of	show which parts of	Evaluate their	criteria to inform the	criteria to inform the	criteria to inform the	innovative, functional,
	artistic effects to	their design will move	ideas and products	design of innovative,	design of innovative,	design of innovative,	appealing products
	express ideas and	and in which direction.	against design	functional, appealing	functional, appealing	functional, appealing	that are fit for
	feelingsReturn		criteria.	products that are fit	products that are fit	products that are fit	purpose, aimed at
	to and build on	Make a picture, which		for purpose, aimed at	for purpose, aimed	for purpose, aimed at	particular individuals
	their previous	meets the design	Explore and	particular individuals	at particular	particular individuals	or groups.
	learning, refining	criteria, with parts that	evaluate a range of	or groups.	individuals or groups.	or groups.	
	ideas and	move purposefully as	existing products.				Generate, develop,
	developing their	planned.		Generate, develop,	Generate, develop,	Generate, develop,	model and
	ability to	E al aratha art	Design purposeful,	model and	model and	model and	communicate their
	represent them.	Evaluate the main	functional,	communicate their	communicate their	communicate their	ideas through
		strengths and	appealing products	ideas through	ideas through	ideas through	discussion, annotated
		weaknesses of their design and suggest	for themselves and other users	discussion, annotated sketches, cross-	discussion, annotated sketches,	discussion, annotated sketches, cross-	sketches, cross- sectional and
		alterations.	based on design	sectional and	cross-sectional and	sectional and	exploded diagrams,
		aiterations.	criteria.	exploded diagrams,	exploded diagrams,	exploded diagrams,	prototypes, pattern
			Criteria.	prototypes, pattern	prototypes, pattern	prototypes, pattern	pieces and computer-
				pieces and computer-	pieces and	pieces and computer-	aided design.
				aided design.	computeraided	aided design.	and a document
				0	design.		Select from and use a
				Investigate and	· ·	Select from and use a	wider range of tools
				analyse a range of	Select from and use	wider range of tools	and equipment to
				existing products.	a wider range of	and equipment to	perform practical tasks
					tools and equipment	perform practical	[for example, cutting,
				Evaluate their ideas	to perform practical	tasks [for example,	shaping, joining and
				and products against	tasks [for example,	cutting, shaping,	finishing], accurately.
				their own design	cutting, shaping,	joining and finishing],	
				criteria	joining and finishing],	accurately.	Evaluate their ideas
					accurately.		and products against

		and consider the		Select from and use a	their own design
		views of others to	Select from and use	wider range of	criteria and consider
		improve their work.	a wide range of	materials and	the views of others to
			materials and	components,	improve their work.
		Understand how key	components,	including	
		events and	including	construction	
		individuals in design	construction	materials, textiles and	
		and	materials, textiles	ingredients, according	
		technology have	and ingredients,	to their functional	
		helped shape the	according to their	properties and	
		world.	characteristics.	aesthetic qualities	
				a como quantico	
			Investigate and	Investigate and	
			analyse a range of	analyse a range of	
			existing products.	existing products.	
			existing products.	existing products.	
			Evaluate their ideas	Evaluate their ideas	
			and products against	and products against	
			their own design	their own design	
			criteria and consider	criteria and consider	
			the views of others	the views of others to	
			to improve their	improve their work.	
			work.		
			Understand how key		
			events and		
			individuals in design		
			and technology have		
			helped shape the		
			world.		

Vocabulary	N/A	Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test	balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria	Analogue, analyse, Annotate, badge, computer-aided design (CAD), control, design, criteria, develop, digital, digital revolution, digital world, display, electronic, electronic products, fastening Feature, feedback, form, function, initiate, layers, monitor, net, opinion, point of sale, product, product design, program, sense, simulator, smart, technology, test, user.	Chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template.	beam bridge, arch bridge, truss bridge, strength, technique, corrugation, lamination, stiffness, rigid, factors, stability, visual appeal, aesthetics, joints, mark out, hardwood, softwood, wood file/rasp, sandpaper/glasspaper bench hook/vice tenon saw/coping saw, assemble, material properties, reinforce, wood sourcing, evaluate, quality of finish, accuracy.	Smart, smartphone, equipment, navigation, cardinal compass, application (apps), pedometer, GPS tracker, design brief, design criteria, client, function, program, duplicate, replica, loop, variable. Value, if statement, Boolean, corrode, moudable, lightweight, sustainable design, environmentally, friendly, biodegradable, recyclable, product lifecycle, product
Links (D.T. across school)				ICT			lifespan.
Commentary	This unit helps children build on those crucial motor skills they have been practising the past two terms and applying it to this bookmark project. They will know the steps needed to make something from	This unit builds on the child's knowledge of using a variety of materials and knowledge from experimenting with form and function. They will learn about the function of sliders as a mechanism in card and make choices on the most appropriate materials and tools to	This unit builds on the child's knowledge of what a healthy diet is and how to use some basic equipment. They will begin to develop an understanding of where food comes from and how to make healthier	This unit will be the first introduction of the digital world units where children will already have a good understanding of the latest products and technology in our World today. They will start to understand the role IT has in programming	This builds on children's knowledge of mechanical systems from Year 2. Children will build on their knowledge and be introduced to new vocabulary such as chassis. They will look at designs carefully and before making will carefully	This unit builds on the children's learning in Year 2 and 3. They need to draw upon their knowledge of how to build a complex structure that is sturdy, strong and stiff. This unit helps to prepare children for Year 6 when they make automaton toys.	This unit builds on children's prior learning of the digital world in Year 3. They will look at programming again but in more detail. This unit prepares children for the digital world and the new reality of our world as it is today.

doing plan, do	use in order to create	choices with foods.	technology and will	design a purposeful	
and reviews so	their product. The	This unit prepares	have a go at doing	and effective car.	
will know that the	children will build on	the children for	their own. This will		
end outcome is	their ability to share	their Year 4 unit of	prepare children for		
not always the	from EYFS by	making healthy	their next unit in Year		
main part. This	incorporating technical	soup.	on programming		
unit gets children	vocabulary in their		where they will		
ready for their	explanations. This unit		program a navigation		
textiles unit in	provides children with		tool to produce a		
Year 1 when they	the knowledge needed		multifunctional		
make puppets.	so they can use it in		device for trekkers.		
	Year 2 when they make				
	a moving monster.				