

Design and Technology Long Term Overview (2 year rolling programme)

Throughout each phase, pupils are given opportunities to develop the core skills below across a breadth of study and projects. Throughout both Year A and Year B, all children will apply the core skills below in each design and technology project. This will give them the opportunity to develop and secure each core skill before moving onto the next phase in their education.

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Linked to ELG 16 Exploring and Using Media and Materials Design I can share my design through talking and drawing.</p> <p>Make I can cut, shape and join materials and construction kits together to make a product.</p> <p>Evaluate I can talk about how something works. I can evaluate my own finished product and share how it could be better.</p> <p>Technical knowledge I can build structures and products using different construction kits.</p>	<p>Design I can design a product to match a given title. I can share my design through talking, drawing and mock-ups.</p> <p>Make I can cut, shape, join and finish when making a product. I can select the best method to make a product of an appropriate standard.</p> <p>Evaluate I can talk about how something works. I can explore and evaluate different existing products. I can evaluate my own finished product against the starting title and my own design.</p> <p>Technical knowledge I can build structures and products. I can explore how to make structures stronger, stiffer and more stable. I can use levers, sliders, wheels and axles in my products.</p>	<p>Design I can design a product to a given criteria. I can share my design through annotated drawings, mock-ups and discussion.</p> <p>Make I can cut, shape, join and finish with a range of tools and increasing accuracy when making a product. I can select the best method, products, materials and ingredients to make a product of a good standard.</p> <p>Evaluate I can explain to my peers how something works and how it was made. I can explore and evaluate different existing products, identifying how I can make something similar. I can evaluate my own finished product and identify how it could be improved. I can identify key individuals that have shaped the world with their designs and products.</p> <p>Technical knowledge I can use my knowledge of how to make structures stronger, stiffer and more stable in my own work. I can use levers, sliders, wheels and axles, gears and pulleys in my products. I can begin to use electrical components in my products. I can explore how products can be monitored or controlled by computing systems.</p>	<p>Design I can design a product, using in-depth research, to a given criteria that is appealing to an identified end-user. I can generate designs that can be shared with others through annotated drawings, exploded cross-sections, prototypes and discussion.</p> <p>Make I can cut, shape, join and finish accurately with a range of tools, selecting the most appropriate to match my original design. I can select the best method, products, materials and ingredients, according to their functional properties and aesthetics to make a product of a high standard.</p> <p>Evaluate I can investigate and analyse a range of existing products, using my findings to inform my own designs. I can evaluate my own finished product against the original criteria, considering the suggestions of others. I can identify key individuals and products and explain how they have shaped the world.</p> <p>Technical knowledge I can use my knowledge of how to make structures stronger, stiffer and more stable to make more complex structures. I can use levers, sliders, wheels and axles, gears, pulleys and cams in my products. I can use electrical components in my products. I can apply my understanding of computing to begin to program, monitor and control my products.</p>

The identified product focus below will provide opportunities for children to apply and develop their skills identified above. Food will have additional objectives to be secured as detailed below.

A	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	Food (part of ELG 5 Health and Self-Care) I can make sensible choices during snack time. I know what to eat and drink to keep me healthy.	Food I can use the basic principles of a healthy and balanced diet to prepare different dishes. I know where food comes from. I know basic food hygiene so that my food can be eaten safely by others.	Food I can begin to understand and apply the principles of a healthy and varied diet to prepare different dishes. I can prepare and cook simple, predominantly savoury dishes.	Food I can understand and apply the principles of a healthy and varied diet to prepare different dishes. I can prepare and cook predominantly savoury dishes using a variety of cooking techniques.
Spring	Textiles Product linked to topic being covered	Textiles Product linked to topic being covered	Textiles Product linked to topic being covered	Textiles Product linked to topic being covered
Summer	Mechanisms Product linked to topic being covered	Mechanisms Product linked to topic being covered	Mechanisms Product linked to topic being covered	Mechanisms Product linked to topic being covered

B	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	Food (part of ELG 5 Health and Self-Care) I can make sensible choices during snack time. I know what to eat and drink to keep me healthy.	Food I can use the basic principles of a healthy and balanced diet to prepare different dishes. I know where food comes from. I know basic food hygiene so that my food can be eaten safely by others.	Control Product linked to topic being covered	Control Product linked to topic being covered
Spring	Textiles Product linked to topic being covered	Textiles Product linked to topic being covered	Electrical Product linked to topic being covered	Electrical Product linked to topic being covered
Summer	Mechanisms Product linked to topic being covered	Mechanisms Product linked to topic being covered	Food I can begin to understand seasonality of food sources. I can begin to understand where and how the ingredients I have used are grown, reared caught and processed.	Food I understand and can explain the seasonality of food sources. I understand where and how the ingredients I have used are grown, reared caught and processed.