

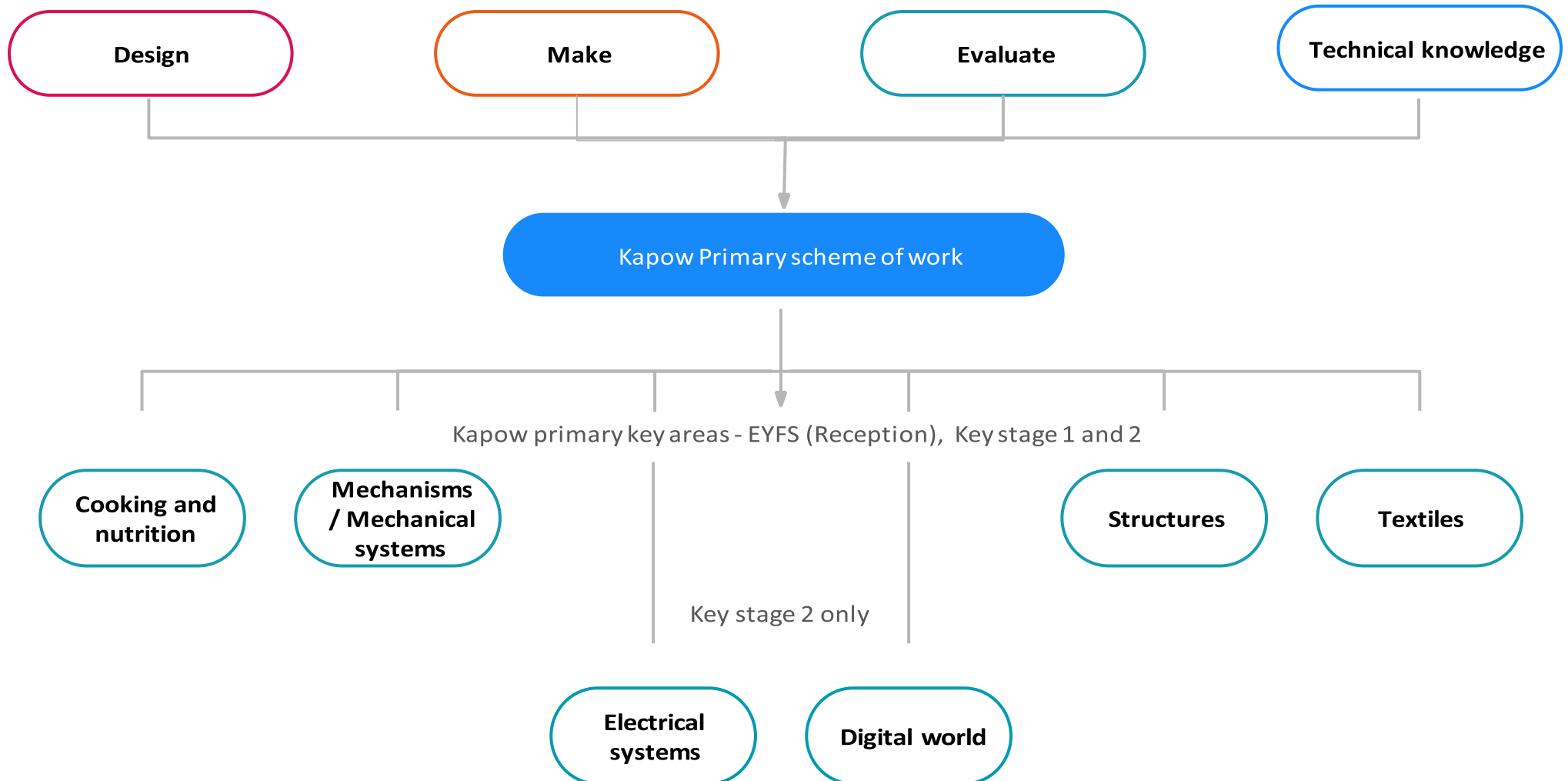
P a r k R o a d A c a d e m y P r i m a r y S c h o o l

D e s i g n a n d T e c h n o l o g y C u r r i c u l u m O v e r v i e w

E Y F S - Y e a r 6

Introduction

At Park Road Academy, we have implemented Kapow Primary's Art and Design scheme, which offers full coverage of the KS1 and KS2 design and technology curriculum. The content of our design and technology curriculum has been categorised into six areas, with four strands that run throughout:



Early Years Foundation Stage (Reception)	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
<u>Structures</u>	<p>Physical development</p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials> Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> ✓ Playing and exploring ✓ Active learning ✓ Creating and thinking critically

Design and Technology Curriculum Overview

<p><u>Food</u></p>	<p>Communication and language</p> <p>-Learn new vocabulary. -Use new vocabulary throughout the day. -ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Personal, social and emotional development</p> <p>-Know and talk about the different factors that support their overall health and wellbeing: healthy eating. -ELG: Managing self> Manage their own basic hygiene and personal needs, including... understanding the importance</p> <p style="text-align: right;">of healthy food choices.</p> <p>Physical development</p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Understanding the world</p> <p>-Explore the natural world around them. -ELG: The Natural World>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>✓ Playing and exploring ✓ Active learning</p>
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Early Years Foundation Stage (Reception)	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
<p><u>Textiles</u></p>	<p>Physical development</p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials> Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> ✓ Playing and exploring ✓ Active learning ✓ Creating and thinking critically
<p><u>Structures</u></p>	<p>Communication and language</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>-ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>-ELG: Speaking> Offer explanations for why things might happen.</p>	<p>Understanding the world</p> <p>-Explore the natural world around them.</p> <p>-ELG: The Natural World> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials> Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> ✓ Playing and exploring ✓ Active learning ✓ Creating and thinking critically

Design and Technology Curriculum Overview

Within the EYFS, children are provided with a wealth of opportunities and experiences which may include elements of Art and Design across the year. All themes are subject to change and adaptation depending on the needs and interests of the children.

Nursery Design and Technology Long Term Overview

	What makes me special?	What do I celebrate?	Can you tell me a tale?	What do you see on the Farm?	Who are our helping heroes?	Where shall we travel to?
Nursery*	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Dancing / Stability (Gross Motor) Pulling self-up on climbing equipment/using alternate feet. Throwing and catching large balls. Practise cutting using a knife and a fork – can you cut the spaghetti? Moulding materials - playdough owls? Gross Motor Mark Making - Streamers – elephants have wrinkles. Importance of hand washing/ personal hygiene – can you wash the babies? Why do they need to be clean? 	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Locomotion / Yoga (Gross Motor) Pulling self-up on climbing equipment/using alternate feet Throwing and catching large balls. Snipping and cutting – can you cut and stick your own celebrate hat? Gross motor mark making – large mark making, colour mixing, streamers, fireworks in the sky. Importance of hand washing/ personal hygiene. Oral Hygiene Making healthy food choices. 	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Fine Motor skills. (Fine Motor) I can build, balance and make spaces. Can you build a house for the three little pigs using the different materials? I can build and balance with others. I can mark make – developing a comfortable grip. Using scissors to cut along lines. Importance of hand washing/ personal hygiene. Oral Hygiene Making healthy food choices. Keep myself safe when using equipment. Begin to be independent when putting on my own coat / shoes. <p>EAD:</p>	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Target Games / Dance – circus (Gross Motor) I can move my body – Hop, skip, jumps Throwing different sized balls. I can throw and catch with a friend. Healthy and 'once in a while' food choices. I can hold my mark making tools with a comfortable grip and developing control. Using scissors to cut along lines. Importance of hand washing/ personal hygiene. Oral Hygiene Making healthy food choices. I can cut with a knife safely - Can you cut up your 	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Gymnastics High and Low / Dance – Toys (Gross Motor) I can move my body – Hop, skip, jumps, rolls Working with friends to build and balance. Let's build an emergency vehicle together with the large blocks. I can hold my mark making tools with a comfortable grip and developing control. Using scissors to cut around shapes. Importance of hand washing/ personal hygiene. Oral Hygiene Making healthy food choices. Keep myself safe when using equipment Grow in independence when putting on my own coat / shoes. 	<p>PD:</p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Gymnastics / Dance – Seasons (Gross Motor) I can control my body – balancing on one leg. I can pull myself up on climbing equipment with control/using alternate feet. Working with friends to build and balance. Let's build a boat using the large blocks. I can hold my mark making tools with a comfortable grip and developing control. Using scissors to cut around shapes. Importance of hand washing/ personal hygiene. Oral Hygiene Making healthy food choices. Keep myself safe when using equipment Grow in independence when putting on my own coat / shoes.

<ul style="list-style-type: none"> • Oral Hygiene • Making healthy food choices. • Keep myself safe when using equipment <p>EAD:</p> <ul style="list-style-type: none"> • Who lives in my home? I can make my home (small world) • What do I look like? - Self-portraits. • I can talk about a colour • Nursery Rhymes - learning new songs. • I can listen to a beat and begin to copy it. • Role play - Home Life. • Listen to the music - talk time / circle time • Pitch Match • Little Wandle Foundation phonics • How does it feel? - Fine motor exploration trays. 	<ul style="list-style-type: none"> • Keep myself safe when using equipment • Begin to be independent when putting on my own coat / shoes. <p>EAD:</p> <ul style="list-style-type: none"> • Bonfire Night / fireworks - How do they make you feel? Splatter paintings. • What colours do you see? Can you make them? - colour mixing. • What is a decoration? - celebration decorations • Home Role play-party time • Learning new songs and rhymes - Christmas Songs/ Christmas show • Let's have a celebration (small world) • Listen to the music - talk time / circle time • Pitch Match • Little Wandle Foundation phonics • How does it feel? - Fine motor exploration trays. 	<ul style="list-style-type: none"> • I can tell a tale (small world) • I can tell a tale. • Role play/Investigation area Items from Tales added. • I can move to music, how does it make me feel? • Music and movement • What materials shall I use? Building homes for Three pigs. • Making a mask of our favourite characters? • Listen to the music - talk time / circle time • Pitch Match • Little Wandle Foundation phonics. • How does it feel? • Fine motor exploration trays. 	<p>veg to make a soup?</p> <p>EAD:</p> <ul style="list-style-type: none"> • Role play /investigation area - On the farm. • What materials will I need? • Clay pots for a bean plant. • Creating animals on the farm. • What will I see on the farm? • Story recall drawing. • I can build and talk. • Farm creations (small world) • Listen to the music - talk time / circle time - Pitch Match • Little Wandle Foundation phonics • How does it feel? - Fine motor exploration trays. 	<p>EAD:</p> <ul style="list-style-type: none"> • What materials do I need? Create Emergency vehicles. • How can I make a colour? Uses colours for a purpose - • Why are they those colours? • Small world Create Tray - emergency services / who helps you? • I can talk about what I have heard. Talk time / circle time • Pitch Match • I can make sounds with instruments. Siren beat. • Little Wandle Foundation phonics • How does it feel? - Fine motor exploration trays. 	<p>EAD:</p> <ul style="list-style-type: none"> • Can we make something to travel around the world? Building (large and small construction) pirate ship/car/aeroplane/train. • Where shall we go? (small world) • Look and Draw - draw what you see. Scenes from under the sea/around the world. • I can choose my materials. • I can talk about what I have heard - Talk time / circle time. • Pitch Match. • Talking like a pirate. • Let's learn a sea shanty. • Let's create our own sea shanties. • Who will we be? • Role play investigation - let's be an explorer. What will we explore in?
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Design and Technology Curriculum Overview

Reception Design and Technology Long Term Overview

Reception*	Who am I? Who lives around me?	Where will my imagination take me?	What happens in our world?	Do I want to be a knight? How did people from the past get around?	Where do animals live? Are Minibeasts like me? How does your garden grow?	Do I want to be a pirate?
	<p>PD:</p> <ul style="list-style-type: none"> Develop the skills needed to get through the school day e.g. lining up Oral Hygiene and losing my first teeth. Knowing what is good for me: sleep, balanced diet. Revise and use fundamental movement skills <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Yoga Fine Motor Skills Locomotion 2 <p>EAD:</p> <ul style="list-style-type: none"> Explore the use of colour and design Creative show time: talk about designs/share ideas <p><u>Throughout the year:</u></p> <ul style="list-style-type: none"> Perform songs/rhymes Pitch Matching and following the melody Children will be encouraged to return and build on previous learning Children to be immersed in 	<p>PD:</p> <ul style="list-style-type: none"> Use core muscle strength to achieve good posture (start to develop handwriting posture) <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Fine motor skills Object Manipulation 1 <p>EAD:</p> <ul style="list-style-type: none"> Make use of props and materials in the role play area to re-create well known stories Perform songs and stories Pitch Matching and following the melody Children will create collaboratively - Christmas Performance 	<p>PD:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely Use a range of tools effectively Begin to make more fluent movements in skills they have already acquired e.g. rolling, skipping, jumping etc. <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Fundamental Movement and Skills Net and Wall Games Skill 1 <p>EAD:</p> <ul style="list-style-type: none"> Explore the use of tools, materials and techniques. 	<p>PD:</p> <ul style="list-style-type: none"> Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Stability 2 <p>EAD:</p> <ul style="list-style-type: none"> Invent and adapt stories through their role play and small world play Create and adapt designs 	<p>PD:</p> <ul style="list-style-type: none"> Demonstrate different ways of moving Confidently and safely use small and large apparatus independently and in small groups <p><u>PE Passport</u></p> <ul style="list-style-type: none"> Gymnastics Striking and Fielding Games Skill 1 Athletics Invasion Games Skills 1 <p>EAD:</p> <ul style="list-style-type: none"> Perform poems Explore the use of tools, textures, colour, form/function and share designs etc. Children will create collaboratively - Class Assembly 	<p>PD:</p> <ul style="list-style-type: none"> Use a range of small tools effectively Develop a fast, accurate and efficient handwriting style. <p><u>PE Passport -</u></p> <ul style="list-style-type: none"> Dance Target Games 1 <p>EAD:</p> <ul style="list-style-type: none"> Invent and adapt stories through their role play and small world play Confidently, safely and independently explore colour, texture, form and function. Creative Showtime: Talking about the process they have used.

<p>music, listening, responding, expressing their feelings and moving.</p> <ul style="list-style-type: none">• Explore the use of tools, textures, colour, form/function and share designs etc.					
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Design and Technology Curriculum Overview

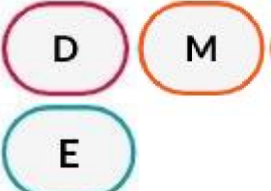
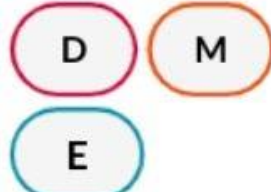
Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit Key Stage 1 – Year 1		
		Structures: Windmills	Textiles: Puppets	Cooking and nutrition: Fruit and vegetable smoothies
Design purposeful, functional, appealing products for themselves and other 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.	Design	✓	✓	✓
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Make	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make	✓	✓	✓
Explore and evaluate a range of existing products.	Evaluate	✓		

Evaluate their ideas and products against design criteria.

Evaluate



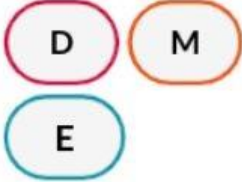
Design and Technology Curriculum Overview

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Kapow Primary unit Key stage 1 - Year 1		
		Structures: Windmills	Textiles: Puppets	Food: Fruit and vegetable smoothies
Build structures, exploring how they can be made stronger, stiffer and more stable.	Technical knowledge	✓		
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Technical knowledge	✓		
Use basic principles of a healthy and varied diet to prepare dishes.				
Understand where food comes from.				✓

Design and Technology Curriculum Overview

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 1 – Year 2		
		Structures: Baby bear's chair	Mechanisms: Ferris wheels	Cooking and nutrition: A balanced diet
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.	Design	✓	✓	
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Make	✓	✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make	✓	✓	
Explore and evaluate a range of existing products.	Evaluate		✓	✓

Design and Technology Curriculum Overview

Evaluate their ideas and products against design criteria.	Evaluate	✓	✓	✓		
Key Stage 1 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary Unit: Key Stage 1 – Year 2				
		Structures: Baby bear's chair	Mechanisms: Ferris wheels	Cooking and nutrition: A balanced diet		
		Build structures, exploring how they can be made stronger, stiffer and more stable.	Technical knowledge	✓	✓	
		Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Technical knowledge		✓	
Use basic principles of a healthy and varied diet to prepare dishes.				✓		

Design and Technology Curriculum Overview

Understand where food comes from.

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Design and Technology Curriculum Overview

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 3		
		Cooking and nutrition: Eating seasonally	Structures: Castles	Digital World: Electronic charm
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.	Design		✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design		✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make		✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make		✓	
Investigate and analyse a range of existing products.	Evaluate		✓	✓

Design and Technology Curriculum Overview

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate		✓	✓
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Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 3		
		Cooking and nutrition: Eating seasonally	Structures: Castles	Digital World: Electronic charm
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate			✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge		✓	
Understand and use mechanical systems in their products (for example, gears, pulleys, cams, leavers and linkages).	Technical knowledge			

Design and Technology Curriculum Overview

Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).	Technical knowledge			
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge			✓
Understand and apply principles of a healthy and varied diet.	D M E	✓		
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓		
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓		

Design and Technology Curriculum Overview

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 4		
		Structures: Pavilions	Cooking and nutrition: Adapting a recipe	Mechanical systems: Slingshot cars
		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.	Design	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make	✓	✓	✓
Investigate and analyse a range of existing products.	Evaluate	✓	✓	✓

Design and Technology Curriculum Overview

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.




Evaluate



Design and Technology Curriculum Overview

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 4		
		Structures: Pavilions	Cooking and nutrition: Adapting a recipe	Mechanical systems: Slingshot cars
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate			✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge	✓		
Understand and use mechanical systems in their products (for example, gears, pulleys, cams, leavers and linkages).	Technical knowledge			✓
Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).	Technical knowledge			
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge			

Design and Technology Curriculum Overview

Understand and apply principles of a healthy and varied diet.				
Prepare and cook 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.				

Design and Technology Curriculum Overview

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 5		
		Cooking and nutrition: What could be healthier?	Mechanical systems: Pop-up books	Electronic systems: Doodlers
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.	Design	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Design	✓	✓	
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Make		✓	

Design and Technology Curriculum Overview

Investigate and analyse a range of existing products.	Evaluate	✓	✓	✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate	✓	✓	✓

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 5		
		Cooking and nutrition: What could be healthier?	Mechanical systems: Pop-up books	Electronic systems: Doodlers
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate	✓		
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge			✓
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge		✓	

Design and Technology Curriculum Overview

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge			✓
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge	✓		
Understand and apply principles of a healthy and varied diet.	D M E	✓		
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓		
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓		

Design and Technology Curriculum Overview

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 6		
		Cooking and nutrition: Come dine with me	Structures: Playgrounds	Textiles: Waistcoats
		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.	Design	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Make	✓	✓	✓

Design and Technology Curriculum Overview

Investigate and analyse a range of existing products.	Evaluate		✓	✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate	✓	✓	✓

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Kapow Primary Unit: Key Stage 2 – Year 6		
		Cooking and nutrition: Come dine with me	Structures: Playgrounds	Textiles: Waistcoats
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate			
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge			
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge			

Design and Technology Curriculum Overview

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge			
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge		✓	
Understand and apply principles of a healthy and varied diet.	D M E	✓		
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓		
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓		

