



National Curriculum Coverage – KS1		Year 1			Year 2		
Topic		Structures	Textiles	Cooking	Structures	Textiles	Cooking
Focus Area		Moving Vehicles	Bookmark	Muffins Cupcake (Baking)	Moving Pictures	Binka Picture	Smoothies and Soups
Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria;	X	X	X	X	X	X
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.		X		X	X	X
Make	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];		X		X		X
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	X	X		X	X	X
Evaluate	Explore and evaluate a range of existing products	X	X	X	X	X	X
	Evaluate their ideas and products against design criteria.	X	X	X	X	X	X
Technical Knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable;	X			X		
	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	X			X		
Cooking and Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes;			X			X
	Understand where food comes from			X			X



National Curriculum Coverage – Lower KS2		Year 3			Year 4		
Topic		Structures	Textiles	Cooking	Structures	Textiles	Cooking
Focus Area		Frames and Wheels – Catapult Lever and linkages	Hand puppets	Bread – Hot cross buns	Self-supporting structure – Shell building	Cushions and sealed toys	Pizza – Base (bread) and sauce (blended veg)
Design	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	X	X	X	X	X	X
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	X	X	X	X	X	X
Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	X	X	X	X	X	X
	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	X		X	X	X	
Evaluate	Investigate and analyse a range of existing products	X	X	X	X	X	X
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	X	X	X	X	X	X
	Understand how key events and individuals in design and technology have helped shape the world.	X			X		
Technical Knowledge	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	X			X		
	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	X			X		
	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.						
Cooking and Nutrition	Understand and apply the principles of a healthy and varied diet			X			X
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			X			X
	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			X			X



National Curriculum Coverage – Upper KS2		Year 5			Year 6		
Topic		Structures	Textiles	Cooking	Structures	Textiles	Cooking
Focus Area		Self-supporting structure - Bridges	Buttons and Bags	Hob top (stir fry)	Design project	Clothing design	The big meal
Design	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	X	X	X	X	X	X
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	X	X	X	X	X	X
Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	X	X	X	X	X	X
	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	X	X	X	X	X	X
Evaluate	Investigate and analyse a range of existing products	X	X	X	X	X	X
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	X	X	X	X	X	X
	Understand how key events and individuals in design and technology have helped shape the world.	X	X		X	X	
Technical Knowledge	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	X			X		
	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	X			X		
	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]				X		
	Apply their understanding of computing to program, monitor and control their products.				X		
Cooking and Nutrition	Understand and apply the principles of a healthy and varied diet			X			X
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			X			X
	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			X			X