

The Journey of the Child: Design and Technology

Year Group	Autumn Term	Spring Term	Summer Term
Foundation 1	As the children begin to settle into their learning base, they will be encouraged to engage with a range of construction materials within free-flow, and other related resources that promote a strong sense of curiosity.	Now that the children feel safe and secure within the base, they can be guided in their use of simple tools, including hole punchers, paint brushes, screw drivers, spanners, Allen keys etc	As the children continue to move through F1, they will engage with simple weaving tasks, preparation of simple food products, play dough, and clay. All of these are evident within F2 provision.
Foundation 2	Linked to narrative, and building on work carried out in F1, the children will make a starfish from salt dough, and a clay pot. The primary D&T focus will be on structures, and they will encounter many within the setting.	Again, linked to narrative but with greater complexity, the children will produce a winter-slider and also an Easter basket. The primary D&T focus will be mechanisms and textiles, examples of which will be in the setting.	By focusing on food, textiles, and structure, the children will grow cress for a sandwich, make Eid cards, Father's Day cards, and also choose a suitable material that can be used for a pirate ship.
Year 1	Now that the children have moved into Key Stage 1, they will focus on more complex design tasks including a bridge for the billy goats, linked back to the narrative focus for the autumn term.	Building on this level of complexity and linked to mechanisms, the children will design, make and evaluate a moving picture that uses a slider, lever or wheel-based mechanism; DME process established	Building on prior learning in EYFS (food), the children will consider a dip and this will also give them an opportunity to think more carefully about the end-user and what will appeal to them.
Year 2	Developing learning that took place in the summer term of Year 1, the children will consider Fantastic Fruit, again with an awareness of the end-user, but this time, the recipe and ingredients will be more complex.	Developing prior learning in respect of mechanisms, the children will use the DME process to make a wheeled vehicle with a specific purpose (the vehicle will be for a toy of the child's choosing).	Developing the toy theme, the children will revisit prior learning in respect of textiles, and will use these underpinning skills to make a toy for a child; again, the DME process will be utilised.
Year 3	Now that the children have moved into Key Stage 2, they will build on learning during the summer term of Year 2 with a continued focus on textiles. This time, they will use DME to make a coin carrier (2D and 3D products).	Revisiting mechanical systems but with greater complexity, the children will use the DME process to design a persuasive picture that promotes an eco-message linked to the oceans of the world (SDG14)	Deepening their learning about food, the children will again keep in mind the end-user, by researching and designing a healthy breakfast; what will they offer and how will they gather feedback?
Year 4	Electrical systems will be introduced at the beginning of Year 4, and this will also link to ongoing work in science. The context will again include the DME process, and the children will make an electrical night light.	By revisiting structures, the children will consider shell structures within the context of firework packaging. What will the unique properties be, and how can we ensure they are included in our designs?	Linked to the science curriculum, but deepening prior learning, the children will return to food by looking more closely at what a healthy diet looks like and how balance can be achieved.
Year 5	Now that the children have moved into upper Key Stage 2, they will look at frame structures, using a bird hide as the context. What does the frame structure teach us in respect of rigidity and complexity?	Across a variety of different contexts, the children will look at pulleys, gears and cams. What uses do they currently serve, how can we replicate this at school, and which are best for which purpose?	Within the context of food, the children will consider cultural differences, and how this can be reflected in the food we eat. Does this always reflect the key components of a balanced and healthy diet?
Year 6	To showcase all of the learning that has taken place in their study of textiles, the children will design, make and evaluate a bag for Michael; CAD will also be a part of this process, which will be new learning for the children.	To showcase all their learning in relation to food, children will look at the impact of migration on the eating habits across our country. What changes can they identify, and is this always linked back to culture?	Building on their learning about electrical systems in Year 4, the children will showcase their learning by making more complex switches and circuit alarms for a museum artefact (DME again utilised).