



Design and Technology curriculum provision plan EYFS nursery and reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Marvellous Me! Use a variety of materials to create self-portraits.	Colours of the Rainbow Christmas cooking. Christmas craft activities.	Winter Wonderland Using junk modelling to create igloos and icebergs to add to our small world.	The Great Outdoors Using natural objects for making minibeast houses.	Animal Kingdom Clay hedgehogs	Under the sea and Pirates Use a variety of materials (including glue and tape) to make sea creatures.
Introducing Vocabulary	picture, drawing, use tools materials idea	Food Cooking Stirring Baking Oven Ingredients	3D Igloo Iceberg Sticking Folding	Wood Natural Habitat Home	material wood glass paper hard soft	Glue Tape Material Stick Cut
Continuous provision	(•	oring different materia activities that require notels/houses in the g	developing cutting	skills.	

			Junk mod	delling available for c	hildren to explore fr	eely.		
Retrieval practice			elements from All about me topic	elements from All about me topic	elements from 'The World' topic		ts from g' topic	elements from 'Traditional Stories' topic
Reception	Marvello Use a va materials t self-portrai plate	riety of to create ts (paper	Colours of the Rainbow Christmas cooking. Christmas craft activities – using a variety of joins.	Winter Wonderland Chinese lanterns	The Great Outdoors Design and make minibeast houses using natural and found materials.		nimals	Under the sea and Pirates Food for a pirate picnic.
Consolidating Vocabulary	picture,	tools,	food	technology		material	soft	
vocasalary	drawing,	materials,	meal	tape		metal	paper	
	use	idea,	snack	record		wood	fabric	
	experiment,	improve	healthy	video		rock	material	
	change,		diet	photograph,		plastic	smooth	
				computer		hard	shiny	
						glass	rough	
Continuous provision	Craft area	enables th	ne children to self-sel	ect resources that the their pieces to	•	have glue	and tape	to help them join
	Р	rovide a ra	nge of materials for c	hildren to explore, in	cluding paper, cotto	n wool, lol	ly sticks, s	tring etc.
			Орро	ortunities for cooking	throughout the year			
		(Continue to provide o	pportunity for the chil	dren to build upon t	heir cuttin	g skills.	

Retrieval	elements from All	elements from All	elements from	elements from	elements from
practice	about me topic	about me topic	'The World' topic	'Growing' topic	'Traditional
					Stories' topic





Design Technology curriculum provision plan Milestone 1 / KS1

	2 11/4	eeks	4 244	eeks	4 200	eeks	4 200	eeks	2	eeks
	5 W6	eeks	4 W	eeks	4 W	eeks	4 W	eeks	5 W	eeks
Year	Mecha	ınisms	Tex	tiles	Mecha	anisms	Struc	ctures	Fo	ood
group 1	Sliders a	nd levers	•	and joining niques		and axles		ng structures		g fruit and tables
(Basic)	Moving	Poster	Glove	Puppet		car for a acter		for farm/zoo mals		Salad
		4 ¹ 4 4 -	textile produ	how simple 3D icts are made	simple desig	leas based on In criteria and experiences	simple desig	leas based on In criteria and experiences	nutrition require	cooking and ements for KS1)
		esting what to next I use tools,	fabrics usi techniques e.g	d how to join ing different . running stitch, titch, stapling	- develop, communica	model and te their ideas n, mock-ups and	- develop, communica	model and te their ideas ing, mock-ups	for a particul	aling products lar user based esign criteria
	explaining the cut shape and ca					y, mock-ups and vings	_	rawings	design crite investigatin	itial ideas and eria through g a variety of
									fruit and	vegetables
Introducing	slider	join	template	design	vehicle	fixed	structure	thinner	Fruit and	flesh
Vocabulary	lever	pull	pattern	criteria	wheel	moving	wall	thicker	vegetable names	seed
	pivot	push	pieces	make	axle	mechanism	lower	corner	Names of	skin
	slot	up/down	mark out	evaluate	axle holder	names of	framework	point	equipment and	pip
	bridge/guide	straight	join	user	chassis	tools used	weak	straight	utensils	core
	card	curve	decorate	purpose	body	design	strong	curved	Sensory	slicing
	masking	forwards	finish	function	cab	make	base	metal	vocabulary e.g. soft,	peeling
	tape	backwards	features		assembling	evaluate	top	wood	juicy, crunchy.	cutting

Continuous provision Retrieval practice (Prior learning for next topic)	paper fastener paper binders Explore and used different fabrics. Cut and join fabrics with stechniques.	t Assemble vehicles with moving wheels using construction kits. imple Explore moving vehicles through play.	joining user shaping criteria finishing functional encils and scissors acc Homework and s Experience using construction kits to build walls, towers and frameworks. Experience using of basic tools e.g., scissors or hole punches with construction materials e.g., plastic, card. Experience different methods of joining card and paper.	Experience common fruit and vegetables, undertaking sensory activities i.e., appearance taste and smell.		
Year	Mechanisms Sliders and lever	Textiles S Templates and joining	Mechanisms Wheels and axles	Structures Freestanding structures	Food Preparing fruit and	
group 2 (Advancing/ Deep)	-plan by suggesting wh do next -select and use tools explaining their choice cut shape and join pape card	techniques Simple Bag Understand how simple 3D textile products are made -Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling s, to	Specific vehicle for a specific character -generate ideas based on simple design criteria and their own experiences - develop, model and communicate their ideas through talking, mock-ups and drawings	Bridge for Billy Goats Gruff -generate ideas based on simple design criteria and their own experiences - develop, model and communicate their ideas through talking, mock-ups and drawings	vegetables Fruit and vegetable kebabs (including cooking and nutrition requirements for KS1) -design appealing products for a particular user based on simple design criteria - generate initial ideas and design criteria through investigating a variety of fruit and vegetables	

onsolidating Vocabulary	slider lever pivot slot bridge/guide card masking tape paper fastener paper binders	join pull push up/down straight curve forwards backwards	template pattern pieces mark out join decorate finish features suitable quality mock-up design brief	design criteria make evaluate user purpose function	vehicle wheel axle axle holder chassis body cab assembling cutting joining shaping	fixed moving mechanism names of tools used design make evaluate purpose user criteria functional	structure wall lower framework weak strong base top underneath side edge	thinner thicker corner point straight curved metal wood plastic names of 2D shapes surface	Fruit and vegetable names Names of equipment and utensils Sensory vocabulary e.g. soft, juicy, crunchy.	flesh seed skin pip core slicing peeling cutting heathy diet ingredients planning popular	
Continuous provision Retrieval practice (Prior learning for next topic)		ed different orics with simple iques.	Assemble vehicl wheels using co	es with moving nstruction kits.	Experience usi kits to build we frameworks. E of basic tools hole punches w materials e.g Experience dif	work and some construction alls, towers and experience using e.g., scissors or with construction and plastic, card. If the construction is a plastic is	easonal a Experience of and vegetable sensory ac		to the nea	rest cm	





Design Technology curriculum provision plan Milestone 2 / Lower KS2

	4 we	eks	4 w	eeks	3 w	eeks	3 w	eeks	4 w	eeks
Year			Mechanica	al Systems	Fo	od	Electrical	Systems	Struc	tures
group 3 (Basic)	2-D shape to apro	apron Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and		d linkages rmation page d sketches and develop, model inicate ideas om and use	(including cooking and nutrition requirements for KS2) Pitta Pockets		Simple ci switches programi con	ming and trol)	(including aided o	computer-design)
	specific -select fabrics a according	erate realistic ideas through cussion and design criteria r an appealing, functional oduct fit for purpose and specific user/s lect fabrics and fastenings according to their characteristics		ools with some t, shape and join nd card.	through discuss criteria for a functional p purpose and s -select from ingredient appropriate fo thinking ab	sion and design n appealing, roduct fit for specific user/s n a range of ts to make ood products,	marimiatod olgir			
Introducing Vocabulary	fabric names of fabrics fastening compartment zip	stitch seam allowance	mechanism lever linkage pivot slot input process	bridge guide system oscillating reciprocating	Names of products/ equipment/ utensils/ techniques and ingredients texture	smell preference greasy moist cook fresh	series circuit fault connection toggle switch	USB cable wire insulator conductor	shell structure, three- dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width,	joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating

Continuous		button structure finishing technique strength weakness stiffening templates	output user linear purpose rotary function innovative prototype appealing design criteri design brief	appearance	savoury hygienic edible	push-to- make switch push-to- break switch battery battery holder LED bulb bulb holder	crocodile clip control program system input device output device process	breadth, capacity marking out, scoring, shaping, tabs, adhesives,	font, lettering, text, graphics, decision, evaluating, innovative, prototype
Continuous Provision		Using rulers, p	encils and scissors a	·		the neares	st mm		
			Homework and	d seasonal a	ctivities				
		Addi	tional cooking and pr	eparing food	I for school	events			
Retrieval practise (Prior learning needed for next topic)	Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products	Explored and used mechanisms such as flaps, sliders and levers. • Gained experience of basic cutting, joining and finishing techniques with paper and card.	Know some ways to prepare ingredients safely and hygienically. • Have some basi knowledge and understanding about healthy eating and The eatwell plate. • Have used som equipment and utensils and prepared and combined ingredients to make a product	electrical circo batteries, switc Cut and join construction m wood, card, pi material	a simple series uit, using bulbs, thes and buzzers. ned a variety of naterials, such as lastic, reclaimed s and glue.	joining, cuttin techniques w card. • A basic of 2-D and 3 mathematics a properties and	using different g and finishing vith paper and understanding 3-D shapes in and the physical d everyday uses s in science.		
Year		Textiles	Mechanical Systems	Fo	ood	Electrica	l Systems	Struc	tures
group 4		2-D shape to 3-D product	Levers and linkages	Healthy an	d varied diet		ircuits and (including	Shell st	ructures
(Advancing/ Deep)		Shoe bag -Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and	-Use annotated sketches and prototypes to develop, mode and communicate ideas	nutrition req	cooking and uirements for S2) Snack bar	program	ming and trol)	aided o	computer- design)
		specific user/s -select fabrics and fastenings according to their characteristics	- select from and use appropriate tools with some accuracy to cut, shape and joi paper and card.	n through discus criteria for functional p purpose and	realistic ideas ssion and design an appealing, product fit for specific user/s	Nigh	atlight	Desi	X lidy
					m a range of nts to make				

						thinking ab	food products, yout sensory teristics				
Consolidating Vocabulary		fabric names of fabrics fastening compartment zip button structure finishing technique strength weakness stiffening templates	stitch seam allowance	mechanism lever linkage pivot slot input process output linear rotary innovative appealing	bridge guide system oscillating reciprocating user purpose function prototype design criteria design brief	Names of products/ equipment/ utensils/ techniques and ingredients texture taste sweet sour hot spicy appearance	smell preference greasy moist cook fresh savoury hygienic edible	series circuit fault connection toggle switch push-to- make switch push-to- break switch battery battery holder LED bulb bulb holder	usb cable wire insulator conductor crocodile clip control program system input device output device process	shell structure, three- dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives,	joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, innovative, prototype
Continuous Provision		Usi	ng rulers, p Addit	Home	ework and	curately- m seasonal ad paring food	ctivities		st mm		
Retrieval practice (Prior learning needed for next topic)	Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products	such as flaps, sli Gained expe cutting, joinir	sed mechanisms ders and levers. • rience of basic ng and finishing n paper and card.	ingredient hygienically. • I knowledge and about healthy eatwell plate. • equipment ar prepared ar	vays to prepare is safely and Have some basic dunderstanding eating and The Have used some and utensils and and combined make a product.	electrical circu batteries, switc • Cut and join construction m wood, card, pl	a simple series uit, using bulbs, hes and buzzers. ned a variety of naterials, such as astic, reclaimed s and glue.	joining, cuttin techniques w card. • A basic of 2-D and 3 mathematics a properties and	using different ig and finishing vith paper and understanding 3-D shapes in and the physical deveryday uses s in science.		





Design Technology curriculum provision plan Milestone 3 /Upper KS2

	4 w	eeks	4 w	eeks	3 weeks		3 weeks		4 weeks	
Year group 5 (Basic)	Combining fabric solutions (including aided of	Textiles Structures Prame structures Bus shelter Bus shelter Bus shelter Bus shelter		Mechanical Systems Pulleys or gears (after gears in Science) Window display with moving parts		Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Pizza		Electrical Systems More complex switches and circuits (including programming, monitoring and control) Alarm for valuable artefact		
Introducing Vocabulary	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces	name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper	frame structure stiffen strengthen reinforce triangulation stability shape join temporary functional	permanent design brief design specification prototype annotated sketch purpose user innovation research	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram	annotated drawings, exploded diagrams mechanical system, electrical system, input, process, output	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied,	gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	series circuit, parallel circuit, names of switches and components, input device,	output device, system, monitor, control, program, flowchart

Continuous Provision		Usi		pencils and Hom itional cook	nework and	seasonal a	ctivities		st mm		
Retrieval practice (Prior learning needed for next topic)	Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces.	measuring, cutting, joinin finishing tec construction m understand structures are can be made s	nce of using marking out, ag, shaping and chniques with naterials. • Basic ding of what e and how they stronger, stiffer re stable.	and wheels that moving. • Basic of electrical c switches and c Experience of cu techniques w materials incluc and wood. • Ar of how to streng	xles, axle holders are fixed or free c understanding circuits, simple components. • utting and joining vith a range of ding card, plastic n understanding gthen and stiffen tures.	understandir hygiene, nutre eating and a v able to use equipment an apply a range of measuring out	wledge and ng about food rition, healthy aried diet. • Be appropriate diet utensils, and of techniques for techniques for techniques for ingredients.	characteristics of and experience battery power electrical processor control soft interface box of box, e.g. writing a program to m	of the essential of a series circuit to of creating a ted, functional, iduct. • Initial using computer ware and an or a standalone g and modifying take a light flash and off.		
Year group 6 (Advancing/ Deep)		Combinin fabric (including aided	g different shapes computer- design)	Frame s	ctures tructures Hide	Pulleys (after gears (from a kit) a toy vehicle w	or gears in Science) a controllable yith gears and leys	Celebrating seaso (including of nutrition required KS	culture and conality cooking and uirements for S2) y Muffin	Electrical Systems More complex switches and circuits (including programming, monitoring and control) Alarm for school shed	
Consolidating Vocabulary		seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces	name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper	frame structure stiffen strengthen reinforce triangulation stability shape join	permanent design brief design specification prototype annotated sketch purpose user innovation	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram	annotated drawings, exploded diagrams mechanical system, electrical system, input, process, output	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied,	gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	series circuit, parallel circuit, names of switches and components, input device,	output device, system, monitor, control, program, flowchart

			temporary functional	research					
Continuous Provision		Using rulers, p	Hom	nework and	curately- m seasonal ad paring food	ctivities		st mm	
Retrieval Practice	Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces.	Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.	and wheels that moving. • Basic of electrical c switches and Experience of cu techniques w materials includ and wood. • Al of how to streng	xles, axle holders are fixed or free c understanding circuits, simple components. • utting and joining with a range of ding card, plastic n understanding gthen and stiffen ctures.	Have know understanding hygiene, nutri eating and a va able to use a equipment and apply a range of measuring out, combining in	g about food tion, healthy ried diet. • Be appropriate d utensils, and techniques for preparing and	characteristics of and experience battery power electrical pro experience of a control soft interface box of box, e.g. writing a program to m	of the essential of a series circuit te of creating a red, functional, oduct. • Initial using computer ware and an or a standalone g and modifying take a light flash and off.	