



Friars Primary School and Nursery

Design and Technology - National Curriculum Coverage by Year Group – 2023-24

Design and Technology						
Year 1 POR = Power of Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me POR: Grace & Family	Cold Climates POR: The Emperor's Egg	London POR: Claude in the City	Spring POR: The Secret Sky Garden	Africa POR: Lila & the Secret of Rain	Oh, I do like to be beside the seaside! POR: The Storm Whale
	<i>Learning about ourselves, our families, our local area and living history.</i>	<i>Learning about Antarctica versus the Arctic, Animals and colder climates.</i>	<i>Learning about the features of a city, simple maps and the Great Fire of London</i>	<i>Learning about plants, changes in weather and map skills</i>	<i>Learning about the continent, with a focus on Nelson Mandela and Africa animals.</i>	<i>Learning about the seaside past and present. Our town now and then - coastal towns</i>
	Making free standing structures – igloo <i>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>Evaluate - explore and evaluate a range of existing products evaluate their ideas and products against design criteria</i> Technical knowledge- build structures, exploring how they can be made stronger, stiffer and more stable	Sliders and Leavers – growing flowers in plant pot. <i>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> Evaluate - explore and evaluate a range of existing products	Food DT - Fruit salad <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>use the basic principles of healthy and varied diet to prepare dishes</i> <i>understand where food comes from.</i>			





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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once upon a Time...	Looking Back	Amazing Journeys	Move it!	Let's Explore	Land Ahoy!
	<i>Learning about traditional tales</i>	<i>Learning about the geography and history of our Local Area</i>	<i>Author Study – Anthony Browne</i>	<i>Learning about the history of transport</i>	<i>Learning about explorers</i>	<i>Learning about another country – Australia and the impact of plastic on the Great Barrier Reef</i>
		<p>Textiles – Designing a puppet</p> <p><i>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>		<p>Design, create & evaluate model cars</p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p>Evaluate - evaluate their ideas and products against design criteria</p> <p>Technical knowledge - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Create a healthy snack/meal - Veggies</p> <p><i>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p>Cooking and nutrition - use the basic principles of a healthy and varied diet to prepare dishes</p> <p><i>understand where food comes from.</i></p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Iron Man	Healthy Me	Shake, Rattle and Roll	The Romans	Dragons!	Plant Life
	<i>Learning about the Ted Hughes book and linking to magnetic objects and forces.</i>	<i>Learning about the digestive system, health and fitness and our family history</i>	<i>Learning about volcanoes, earthquakes and how archaeology helps us learn about the past.</i>	<i>Learning about the capital cities of European countries and why England was invaded by visitors from the continent</i>	<i>Learning about dragons real and imagined using books as a stimulus</i>	<i>Learning about plants and their function how they help the environment and why we need to protect the rainforests from deforestation</i>
Year 3		<p>Design and make a medicine box for a particular purpose</p> <p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p>	<p>Design and make a mechanism</p> <p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p>		<p>Making Fruit Kebabs for Hiccup Health and nutrition. Make products applying knowledge of nutrition and health and safety practices whilst working with food.</p> <p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example,</i></p>	



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		<p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>	<p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>		<p><i>cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>	
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	Autumn 1	Autumn 2	Spring 1 & 2	Spring 2	Summer 2
	Invaders!	It's all Greek to Me!	War...What is it good for?	River Deep, Mountain High!	Seven Worlds...One Planet
	<i>Learning about key moments in British History such as The Vikings, Anglo Saxons</i>	<i>Learning about the Ancient Greek influence on our lives today</i>	<i>Learning about the impact of the Second World War especially focusing on the local area</i>	<i>Learning about the geography and history of a mountainous region around the world</i>	<i>Learning about the effects of humans on the environment</i>
Year 4	<p>Viking pouch</p> <p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>		<p>WWII cooking</p> <p><i>Cooking and nutrition - understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	<p>Electrical Circuits</p> <p>Designing • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Making • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>Evaluating • Investigate and analyse a range of existing battery-powered products.</p> <p>Evaluate their ideas and products against their own</p>	



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	<p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>			<p>design criteria and identify the strengths and areas for improvement in their work.</p> <p>Technical knowledge and understanding • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.</p>	
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Year 5	Autumn 1 & 2		Spring 1	Spring 2	Summer 1 & 2	
	Walk like an Egyptian		Challenge Planet Earth	Plague!	Oh Henry!	
	<i>Learning about the Ancient Egyptians and how they lived.</i>		<i>Learning about global warming, impact on the environment and the challenge to protect our planet</i>	<i>Learning about life in medieval Britain during the time of The Black Death</i>	<i>Learning about the Tudor times and how they lived.</i>	
		<p>Shadufs</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider</p>		<p>Scented drawstring bags- sewing</p> <p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p>		



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		<p>the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical knowledge - <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>		
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Year 6	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
	The Victorian Age	Extreme Earth	Mayan Mahem	And now, the end is near, and so I face, the final curtain...
	<i>Learning about the Victorian Age and their impact on our lives</i>	<i>Learning about the extreme climates found on Planet Earth and how people have overcome them</i>	<i>Learning the great historical time of The Mayans and how they lived.</i>	<i>Preparing for the transition to secondary school and leaving Friars.</i>
	<p>Victorian Cushions - Textiles</p> <p>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</p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><i>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</i></p> <p>Evaluate - investigate and analyse a range of existing products</p> <p><i>evaluate their ideas and products against their own design criteria and consider the</i></p>		<p>Cooking</p> <p>Cooking and nutrition - understand and apply the principles of a healthy and varied diet</p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	<p>Cam Toys</p> <p>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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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</p> <p>Evaluate - investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures apply their understanding of computing to program, monitor and control their products.</p>



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		<p><i>views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>			
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