

Design and Technology Whole School Overview



This should be used alongside the EYFS Long Term Plan 2026-27 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

EYFS	Area of the EYFS	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
DT	Expressive arts and design. Physical development.	Develop food preparation skills Use measurements such as 1 cup 1 teaspoon etc Tear, cut and shape a variety of materials Join materials in a variety of ways Think about the design of what they are creating before making Talk about the design after making	Make sandwiches Chop and peel fruit Cooking Design a new chair for baby bear Weekly cutting activity Cards for different occasions – Christmas, Easter, Mothers day etc Construction in a variety of ways	Fine motor skills Gross motor skills Creating with materials

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year A - Castles Year B - Fire Fire		Year A - Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	Structures of castles/houses – build structures, exploring how they can be made stronger, stiffer and more stable - Use materials to practise drilling, screwing, glueing and nailing materials to make and strengthen products (at Forest school) - Cut materials safely using tools provided - Demonstrate a range of joining techniques (flange, guset & supports, L brace, slot, tabs, braswsfastener, hole punch & pipe cleaners, skewer) - Make products refining the design as work progresses - Suggest improvements to existing design		Cooking and nutrition – use knowledge of healthy diet (from Autumn term PSHE) to prepare dishes. Understand where food comes from - Cut, peel or grate ingredients safely and hygienically - Measure or weigh using measuring cups or electronic scales - Assemble or cook ingredients - Model designs using software (through ICT)	Mechanics - explore and use mechanisms, such as levers, sliders, wheels and axels Explore how products have been created - identify likes and dislikes of the designs - Create products using levers & winding mechanisms -year B - Products using wheels and axel (connex) – year A - Design products that have a clear purpose and an intended user - Demonstrate a range of cutting and shaping techniques	Textiles (link to Art curriculum) - Running stitch (yr1) - Colour and decorate textiles using a number of techniques	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Year A - Castles Year B - Fire Fire		Year A - Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	Structures of castles/houses – build structures, exploring how they can be made stronger, stiffer and more stable		Mechanics - explore and use mechanisms, such as levers, sliders, wheels and axels		Cooking and nutrition – use knowledge of healthy diet (from Autumn term PSHE) to prepare dishes. Understand where food comes from	
	- Use materials to practise drilling, screwing, glueing and nailing materials to make and strengthen products (at Forest school) - Cut materials safely using tools provided - Measure and mark out the the nearest cm - Demonstrate a range of joining techniques (flange, guset & supports, L brace, slot, tabs, braswsfastener, hole punch & pipe cleaners, skewer) - Make products refining the design as work progresses - Suggest improvements to existing design - Model designs using software (through ICT)		- identify likes and dislikes of the designs - Create products using levers & winding mechanisms - year B - Products using wheels and axel (connex) – year A - Design products that have a clear purpose and an intended user - Demonstrate a range of cutting and shaping techniques		- Cut, peel or grate ingredients safely and hygienically - Measure or weigh using measuring cups or electronic scales - Assemble or cook ingredients	

Textiles (link to Art curriculum)

- Explore how products have been created
- Use shapes in textiles using templates
- Running stitch
- Back stitich and cross stitch
- Join textiles using running stitch

Colour and decorate textiles using a number of techniques

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Year A - Ancient Civilisations Year B - Invasions		Year A – Tomorrow’s World Year B – The Blue Planet		Year A – Survival Year B – Magnificent Monarchs	
	Construction – understand and use mechanical systems in their products such as pulleys, levers and linkages – topic of bridges (yr3) - Choose suitable techniques to construct products (yr 3) - Strengthen materials using suitable techniques (yr3) - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product - Refine work and techniques as work progresses, continually evaluating the product design - Identify some of the great designers to generate ideas for design Disassemble products to understand how they work Food/Cooking - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand and apply the principles of a healthy and varied diet (revise from Autumn PSHE) - Prepare ingredients hygienically using appropriate utensils - Measure ingredients to the nearest gram accurately - Follow a recipe - Assemble or cook ingredients - Identify some of the great horticultural pioneers in design		Materials (linked through art) Textiles (linked through art) - Cut materials accurately and safely by selecting and appropriate tools - Measure and mark out to the nearest millimetre - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material - Select appropriate joining techniques - Understand the need for a seam allowance - Join textiles with appropriate stitching - Select the most appropriate technique to decorate textiles - Improve upon existing designs, giving reasons for choices - Identify some of the great designers to generate ideas for design		Computing – see Computing curriculum - Control and monitor models using software designed for this purpose (through computing) - Design with purpose by identifying opportunities to design	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Year A - Ancient Civilisations Year B - Invasions		Year A – Tomorrow's World Year B – The Blue Planet		Year A – Survival Year B – Magnificent Monarchs	
	Electronics – understand and use electrical systems in their products, such as series circuits (yr4) - Create series and parallel circuits (yr4) - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product - Refine work and techniques as work progresses, continually evaluating the product design - Identify some of the great designers to generate ideas for design Disassemble products to understand how they work Food/Cooking - One pot food (Year A) Pastries (Year B) prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand and apply the principles of a healthy and varied diet (revise from Autumn PSHE) - Prepare ingredients hygienically using appropriate utensils - Measure ingredients to the nearest gram accurately - Follow a recipe - Assemble or cook ingredients - Identify some of the great horticultural pioneers in design		Materials (linked through art) Textiles (linked through art) - Cut materials accurately and safely by selecting and appropriate tools - Measure and mark out to the nearest millimetre - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material - Select appropriate joining techniques - Understand the need for a seam allowance - Join textiles with appropriate stitching - Select the most appropriate technique to decorate textiles - Improve upon existing designs, giving reasons for choices - Identify some of the great designers to generate ideas for design Computing – see Computing curriculum - Control and monitor models using software designed for this purpose (through computing) - Design with purpose by identifying opportunities to design		Structures/Mechanics: Dens (Yr 4) apply their understanding of how to strength, stiffen and reinforce more complex structures – forest school and/or camping tip	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Year A – Hola Mexico! Year B – Britain through the decades		Year A - Marvellous Muggles & Harry Potter Year B – Reach for the Stars		Year A - A place I call Home Year B – Kingdoms – People & Animals	
	Structures/Construction – earthquakes/ Anderson shelter apply their understanding of how to strength, stiffen and reinforce more complex structures - Cut materials with precision and refine the finish with appropriate tools - Develop a range of practical skills to create products such as strengthening, reinforcing, cutting, sawing, gluing etc - Design with the user in mind, motivated by the service a product will offer - Make products through stages of prototypes, making continual refinements - Create innovative designs that improve upon existing products - Evaluate the design of products so as to suggest improvements to the user experience		Food – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Electronics - understand and use electrical systems in their products, such as series circuits Mechanics – use mechanical systems in their products such as <i>gears, pulleys, cams, levers and linkages (revise)</i> - Understand the importance of correct storage and handling of ingredients - Measure accurately and calculate ratios of ingredients to scale up or scale down from a recipe - Demonstate a range of cooking and baking techniques - Create and refine recipes, including ingredients, methods, cooking times and temperatures - Create circuits using electronics kits that employ a number of components - Use innovative combinations of electronics and mechanics in product designs - Convert rotary motion to linear using cogs/cams (yr5)		Food – understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed (through PSHE food & nutrition sessions – embed from Spring) Textiles (linked to art) - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape - Join textiles with a combination of stitching techniques - Use the qualities of materials to create suitable visual and tactile effects in the decoration - Ensure products have a high quality finish using art skills where required - Combine elements of design from a range of inspirational designers throughout history giving reasons for choice Computing - apply their understanding of computing to programme, monitor and control their products (linked with Computing curriculum) - Write code to control and monitor models or products (Comoputing)	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Year A – Hola Mexico! Year B – Britain through the decades		Year A - Marvellous Muggles & Harry Potter Year B – Reach for the Stars		Year A - A place I call Home Year B – Kingdoms – People & Animals	
	Structures/Construction – earthquakes/ Anderson shelter apply their understanding of how to strength, stiffen and reinforce more complex structures - Cut materials with precision and refine the finish with appropriate tools - Develop a range of practical skills to create products such as strengthening, reinforcing, cutting, sawing, gluing etc - Design with the user in mind, motivated by the service a product will offer - Make products through stages of prototypes, making continual refinements - Create innovative designs that improve upon existing products Evaluate the design of products so as to suggest improvements to the user experience Computing - apply their understanding of computing to programme, monitor and control their products (linked with Computing curriculum) - Write code to control and monitor models or products (Computing)		Food – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Electronics - understand and use electrical systems in their products, such as series circuits - Understand the importance of correct storage and handling of ingredients - Measure accurately and calculate ratios of ingredients to scale up or scale down from a recipe - Demonstrate a range of cooking and baking techniques - Create and refine recipes, including ingredients, methods, cooking times and temperatures - Create circuits using electronics kits that employ a number of components - Use innovative combinations of electronics and mechanics in product designs		Food – understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed (through PSHE) Textiles - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape - Create objects such as a cushion that employ a seam allowance - Join textiles with a combination of stitching techniques - Use the qualities of materials to create suitable visual and tactile effects in the decoration - Ensure products have a high quality finish using art skills where required - Combine elements of design from a range of inspirational designers throughout history giving reasons for choice	