Grimsargh St Michael's CE Primary School
Design Technology Curriculum Overview 2025/26

Note: we use the scheme "Kapow" to influence our DT planning.

Year	Autumn Term	Spring Term	Summer Term
Reception (EYFS planning contains a mixture of adult-led activities on this plan, plus open-ended child-led opportunities in different areas of the classroom)	**Structures:** • Junk modelling- Exploring and learning about various types of permanent and temporary join. (Kapow) • Make Diwa lamps **Cooking and Nutrition:** • Making pumpkin soup • Food tasting of unique fruits	**Textiles: Bookmarks** • Bookmarks- Developing and practising threading and weaving techniques using various materials and objects (Kapow) **Cooking and Nutrition:** • Making hot chocolate and writing instructions • investigate/taste different foods from around the world **Structures:** • making maps • construction area – design and build constructions/models and buildings, junk modelling of places in our local area e.g. church, school, shop, house	**Structures: Boats** • Exploring what is meant by 'waterproof', 'floating' and 'sinking' (Kapow) • Designing and building structures for the 3 little pigs houses using different materials • designing and making a beanstalk using different materials (collaborative), • designing and making a map/trail to help the Gingerbread man come back **Cooking and Nutrition:** • making porridge and testing different flavours + writing instructions
Year 1	**Structures: Stable Structures** 1. Exploring stability 2. Building stable towers 3. Stabilising structures with weight 4. Designing a stable pencil pot 5. Making a stable pencil pot	**Textiles: Puppets** 1. Joining fabrics 2. Designing my puppet 3. Making and joining my puppet 4. Decorating my puppet **Mechanisms: Matching Slider Game** 1. Exploring sliders	**Cooking and Nutrition: Smoothies** 1. Fruits 2. Growing 3. Cutting and juicing 4. Testing ingredients 5. Making smoothies **6.** Evaluating
Year 2	**Structures: Baby Bear's Chair** 1. Exploring stability 2. Strengthening materials 3. Making Baby Bears' chair 4. Fixing and testing Baby Bear's chair	**Mechanisms: Fairground Wheel** 1. Design a fairground wheel 2. Planning the build 3. Building the frame and wheels 4. Surveying design opinions 5. Adding pods and decoration	**Mechanisms: Making a Moving Monster** 1. Pivots, Levers and Linkages 2. Linkages 3. Designing my monster 4. Making my monster **Cooking and Nutrition: A balanced diet** 1. Food groups

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Year 3	**Cooking and Nutrition: Eating Seasonally** 1. Food around the world 2. Seasonal food 3. Cutting and peeling 4. Tasting seasonal ingredients 5. Making a mock up 6. Evaluating seasonal tarts	**Digital World: Wearable Technology** 1. Evaluating wearable technology 2. Light-up wearables 3. Programming wearable technology 4. Product concept 5. Point of sale displays 6. Focus groups	**Structures: Constructing a Castle** 1. Features of a castle 2. Designing a castle 3. Nets and structures 4. Building a castle **Textiles: Cross Stich and Applique** **1.** Cross stitch and applique
Year 4	**Structure: Pavilions** 1. Exploring frame structures 2. Designing a pavilion 3. Pavilion frame 4. Pavilion cladding	**Mechanical Systems: Mechanical Cars** 1. Prototype one: inclined plane 2. Prototype two: slingshot car 3. Prototype three: wind up car 4. Mechanical toy car kit: designing 5. Mechanical toy car kit: making and evaluating	**Electrical Systems: Torches** 1. Electrical products 2. Evaluating torches 3. Torch design 4. Torch assembly **Cooking and Nutrition: Adapting a Recipe** 1. Basic biscuits
Year 5	**Electrical Systems: Wobble Bots** 1. Circuits and motors 2. Meet the Kapow Doodlers 3. Exploring wobble bots 4. Designing a wobble bots for a purpose 5. Making and evaluating a wobble bot	**Mechanical Systems: Making a Pop-Up Book** 1. Pop-up book page design 2. Making my pop-up book 3. Using layers and spacers 4. Writing and illustrating	**Cooking and Nutrition: Developing a Recipe** 1. From farm to fork 2. Different choices 3. Nutritional value 4. Preparing ingredients 5. Designing labels 6. Making bolognese
Year 6	**Textiles: Bags** 1. Deconstructing a bag 2. Pattern pieces 3. Designing a bag 4. Making a bag prototype 5. Adding features	**Structure: Playgrounds** 1. Design a new playground 2. Building structures 3. Perfecting structures 4. Playground landscapes	**Digital World: Navigating the World** 1. Navigating the world 2. Programming a navigation tool 3. Product concept 4. 3D CAD models 5. Product pitch

Phase	National Curriculum Aims for Design Technology

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EYFS Framework Aims	**EYFS Area of Learning:** ***Physical Development*** • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ***Expressive Arts and Design*** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. **ELG:** ***Physical Development: Fine Motor Skills*** • Use a range of small tools, including scissors, paintbrushes and cutlery. ***Expressive Arts and Design: Creating with Materials*** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
KS1 National Curriculum Aims	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication • technology **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 **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria

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	Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and Nutrition** As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
KS2 National Curriculum Aims	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **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 **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 **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 • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge**

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	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • 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** As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.