



Development Matters FSU	Cycle A	Cycle B
Explore different materials freely, to develop their ideas about how to use them and what to make. (EA&D 3-4)		Tell Me a story <i>Accessed in Continuous Provision</i>
Develop their own ideas and then decide which materials to use to express them. (EA&D 3-4)		Tell Me a story <i>Accessed in Continuous Provision</i>
Join different materials and explore different textures. (EA&D 3-4)		Tell Me a story <i>Accessed in Continuous Provision</i>
Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA&D 4-5)		<i>Accessed in Continuous Provision</i>
Use a range of small tools, including scissors, paint brushes and cutlery; (ELG: PD-FMS)		Tell Me a story <i>Accessed in Continuous Provision</i>
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG: EA&D-CWM)		<i>Accessed in Continuous Provision</i>
Share their creations, explaining the process they have used; ELG: EA&D-CWM)		<i>Accessed in Continuous Provision</i>



Key Stage 1

Year 1 and 2

National Curriculum Objective	Cycle A	Cycle B
Design purposeful, functional, appealing products for themselves and other users based on design criteria	All units	All units
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	All units	All units
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Paper toys- scissors, split pins Moving Minibeasts Fabric Bunting	Making Fire Engines Puppets
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Paper toys Moving Minibeasts Fabric Bunting- textiles	Making Fire Engines Puppets
Explore and evaluate a range of existing products	<i>All units begin with exploration of current products.</i>	<i>All units begin with exploration of current products.</i>
Evaluate their ideas and products against design criteria	<i>All units end with evaluation.</i>	<i>All units begin with exploration of current products.</i>
Build structures, exploring how they can be made stronger, stiffer and more stable	Moving Minibeasts	Making Fire Engines



Design and Technology Skills Coverage

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Paper Toys Moving Minibeasts	Making Fire Engines
Use the basic principles of a healthy and varied diet to prepare dishes		Seaside Snacks
Understand where food comes from.		Seaside Snacks (design stand-alone lesson)

Key Stage 2

Year 3 and 4

Year 5 and 6

National Curriculum Objective	Cycle A	Cycle B
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	All units	All units
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	All units	All units
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Picture frames- woodwork Stockings- fabric and sewing Rollercoasters Funky Cushions	Felt Characters- sewing Felt phone cases Birdhouses Programming Pioneers



Design and Technology Skills Coverage

<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>Picture frames- woodwork Stockings- fabric and sewing</p> <p>Rollercoasters</p> <p>Biscuits</p> <p>Funky Cushions</p>	<p>Felt Characters- sewing</p> <p>Moving Monsters</p> <p>Birdhouses</p> <p>Felt phone cases</p>
<p>Investigate and analyse a range of existing products</p>	<p>All units</p>	<p>All units</p>
<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>All units</p>	<p>All units</p>
<p>Understand how key events and individuals in design and technology have helped shape the world</p>		<p>Programming Pioneers</p>
<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Picture frames- woodwork</p> <p>Rollercoasters</p>	
<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Rollercoasters</p>	<p>Moving Monsters</p>
<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Rollercoasters</p>	<p>Torches</p> <p>Programming Pioneers</p>
<p>Apply their understanding of computing to program, monitor and control their products.</p>		<p>Programming Pioneers</p>

Charlton on Othmoor C of E Primary School

Design and Technology Skills Coverage



Understand and apply the principles of a healthy and varied diet	Seasonal Food	
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Seasonal Food Biscuits	
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Seasonal Food	