

Curriculum Plan

Design and Technology

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



EYFS Statutory Framework	Statutory National Curriculum	
EYFS	Key Stage One	Key Stage Two
Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. ELG: 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 • Make use of props and materials when role playing characters in narratives and stories	Design • Design purposeful, functional, appealing products based on design criteria • Generate, develop, model and communicate their ideas through talking drawing, templates, mock-ups and ICT Make • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components, including construction materials, textiles, ingredients Evaluate • Explore and evaluate a range of existing products • Evaluate ideas / products against design criteria Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms in their products. • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	Design • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose • Generate, develop, model and communicate 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 accurately • Select from and use a wider range of materials and components Evaluate • Investigate and analyse a range of existing products • Evaluate ideas and products against own design criteria and consider the views of others • Understand how key events and individuals have helped shape the world Technical knowledge • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply understanding of computing to program, monitor and control products. • 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.

	Class 1 (Reception and Year 1)		
	TEXTILES	CONSTRUCTION	FOOD AND NUTRITION
Year A 2026 – 2027	<u>School bag (Autumn)</u>	<u>Egg Box Dragon (Summer)</u>	<u>Healthy Eating - fruit smoothie (Spring)</u>
Year B 2025 – 2026	<u>Sock Whale (Spring)</u>	<u>Space Helmets (Autumn)</u>	<u>Garden Salad (Summer)</u>
	ELG: 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 • Make use of props and materials when role playing characters in narratives and stories Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable	ELG: 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 • Make use of props and materials when role playing characters in narratives and stories Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms in their products	ELG: 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 • Make use of props and materials when role playing characters in narratives and stories Technical knowledge • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

	Class 2 (Year 2 and Year 3)		
	TEXTILES	CONSTRUCTION	FOOD AND NUTRITION
Year A 2026 – 2027	<u>Christmas Decorations</u> Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Bridges (STEM)</u> Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Evaluate - Understand how key events and individuals have helped shape the world	<u>Street Food</u> Technical knowledge - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from Technical knowledge - 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
Year B 2025 – 2026	<u>Bunting</u> <i>Create a class bunting with a set theme. This could link to Geography and History.</i> Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Mechanical Landscape Sliders</u> Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable - Explore and use mechanisms in their products Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use mechanical systems in their products	<u>Nachos and Salsa</u> Technical knowledge - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from Technical knowledge - 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

	Class 3 (Year 4, Year 5 and Year 6)		
	TEXTILES	CONSTRUCTION	FOOD AND NUTRITION
Year A 2025 – 2026	<u>Make Do and Mend</u> Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Mechanical Animal Posters</u> Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use mechanical systems in their products	<u>Savoury Spring Rolls</u> Technical knowledge - 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
Year B 2026 – 2027	<u>Viking Satchels</u> Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Electrical Games (Micro:bit)</u> Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - Apply understanding of computing to program, monitor and control products	<u>Savoury rice</u> Technical knowledge - 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
Year C 2027 – 2028	<u>Stone-Age Shoes</u> Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Electric Cars</u> Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use mechanical systems in their products - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<u>Medieval Bread</u> Technical knowledge - 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