



Design and Technology Programme of Study – Year 1 and 2 Cycle A



Autumn Roar The Science of Me	Spring Fire of London Pirates Ahoy	Summer Global Grub Tales from Outside
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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].

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.

<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • understand where food comes from
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<ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<p>finishing]</p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate their ideas and products against design criteria • use the basic principles of a healthy and varied diet to prepare dishes 	
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 Design and Technology Programme of Study – Year 1 and 2 Cycle B 		
<p style="text-align: center;">Autumn Weather and Seasons World War I</p>	<p style="text-align: center;">Spring A Royal Invitation</p>	<p style="text-align: center;">Summer Petals, Paws and Places</p>
<p>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].</p> <p>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.</p>		

<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 • 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 their ideas and products against design criteria • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • 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 • 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 • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • 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 • use the basic principles of a healthy and 	<p>When designing and making pupils are taught to:</p>
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varied diet to prepare dishes

- understand where food comes from