



**Manor Field**  
 PRIMARY SCHOOL  
*Respect Believe Achieve*



*Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.*

## D&T Curriculum Coverage

Year Group	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Year 1	<p>✓1. Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Summer T2 What Big Eyes You've Got!</b></p> <p>✓2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Summer T2 What Big Eyes You've Got!</b></p>	<p>✓1. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Summer T2 What Big Eyes You've Got!</b></p> <p>✓2. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Summer T2 What Big Eyes You've Got!</b></p> <p><b>How can you create bunting which uses our senses?</b></p> <p>1.To explore bunting made from various materials and identify what makes the bunting attractive, strong, appealing and fit for the purpose.          2.To identify and select materials which are suitable for</p>	<p>✓1. Explore and evaluate a range of existing products  <b>Spring T2 Toys in Space</b></p> <p>✓2. Evaluate their ideas and products against design criteria  <b>Spring T2 Toys in Space</b></p>	<p>✓1.Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Spring T2 Toys in Space</b></p> <p>✓2. Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>Spring T2 Toys in Space</b></p> <p><b>How do toys move?</b></p> <p>1.To <b>identify</b> what a vehicle is.          2. To <b>identify</b> a variety of vehicles and their features.          3.To <b>recognise</b> the 2 ways that wheels and axles can be used.          4. To <b>compare and contrast</b> the different ways of creating the body of a vehicle.          5.To <b>describe</b> the type of vehicle they intend to make through design.          6.To <b>select</b> a method of attaching wheels and axles .          7.To <b>select</b> a method of attaching</p>	<p>✓1. <b>Use the basic principles of a healthy and varied diet to prepare dishes</b></p> <p><b>Autumn T1 Plot to plate</b></p> <p>✓2. <b>Understand where food comes from</b></p> <p><b>Autumn T1 Plot to plate</b></p> <p><b>What ingredients will you use to make your soup?</b></p> <p>1.To <b>recognise</b> which vegetables they like or dislike.          2.To <b>identify</b> how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.          3.To <b>create</b> their own soup by communicating their ideas through talk and drawings.</p>

		<p>the purpose (sensory bunting). To identify the senses they want people to use and select appropriate materials and resources.</p> <p>3. To recognise the need for a template to ensure consistency in the size of the bunting. To identify different methods of attaching materials.</p> <p>4. To recognise and use different stitches as appropriate.</p>		<p>axles to the chassis. 8. To <b>recognise</b> what went well when making their vehicle and <b>identify</b> areas for improvement.</p>	
Year 2	<p>✓1. Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Summer T1 Stone Girl Bone Girl</b></p> <p>✓2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Summer T1 Stone Girl Bone Girl</b></p>	<p>✓1. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Summer T1 Stone Girl Bone Girl</b></p> <p>✓2. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Summer T1 Stone Girl Bone Girl</b></p>	<p>✓1. Explore and evaluate a range of existing products</p> <p><b>Summer T1 Stone Girl Bone Girl</b></p> <p>✓2. Evaluate their ideas and products against <b>design criteria</b></p> <p><b>Summer T1 Stone Girl Bone Girl</b></p>	<p>✓1. Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Summer T2 The Great Paper Caper</b></p> <p>✓2. Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>Summer T2 The Great Paper Caper</b></p> <p>To test different materials to build the strongest, stiffest, most stable bridge. To test different processes to build the strongest, stiffest, most stable bridge. To use levers and sliders to make a moving picture.</p>	<p>✓1. Use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>Autumn T2 Fire, Fire!</b></p> <p>✓2. Understand where food comes from</p>
Year 3	<p>✓1. 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</p> <p><b>Autumn T2 Rocking Underground</b> Horticultural design - Children to design a sensory garden</p>	<p>✓1. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Spring T1 My Name is Not Refugee</b></p> <p>✓2. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>	<p>✓1. Investigate and analyse a range of existing products</p> <p>✓2. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Spring T1 My Name is Not Refugee</b></p> <p>✓3. Understand how key events and individuals in design</p>	<p>✓1. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>✓2. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p><b>Summer T2 Amazon Adventures</b> Create Shadow Puppets to perform Beating the Monster story written in English. Explore and select appropriate</p>	<p>✓1. Understand and apply the principles of a healthy and varied diet</p> <p><b>Spring T1 My Name is Not Refugee</b></p> <p>✓2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Spring T1 My Name is Not Refugee</b> To explore and evaluate existing</p>

	<p>for an area of the school. Take inspiration from the work of horticultural designer, Gertrude Jekyll.</p> <p>✓2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Spring T2 Flower Power</b></p>	<p>aesthetic qualities</p> <p><b>Summer T2 Amazon Adventures</b></p> <p><b>Autumn T2 Rocking Underground</b></p> <p>Weaving to create an Iron Age bag for a specific purpose. Colour fabrics by dyeing.</p>	<p>and technology have helped shape the world</p>	<p>mechanisms, e.g. levers, winding mechanisms, pulleys and gears.</p> <p>✓3. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>✓4. Apply their understanding of computing to program, monitor and control their products</p>	<p>pizza products.</p> <p>✓3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>Spring T1 My Name is Not Refugee</b></p>
Year 4	<p>✓1. 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</p> <p>Spring T2 Invaders and Settlers</p> <p>✓2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Autumn T2 Give Me a Sign</p> <p>Formulate design criteria</p> <p>Communicate ideas using drawings and notes.</p>	<p>✓1. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Autumn T2 Give Me a Sign</p> <p>Spring T2 Invaders and Settlers</p> <p>To design and create a Saxon purse to embroider</p> <p>To look at existing products - money containers</p> <p>To create a prototype purse from cheap material</p> <p>To use a variety of stitches to join and decorate</p> <p>To create a 3D item from 2D pieces.</p> <p>✓2. 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>Autumn T2 Give Me a Sign</p> <p>Making musical instruments (junk materials): explore, design, create, refine, evaluate</p> <p>Spring T2 Invaders and Settlers</p>	<p>✓1. Investigate and analyse a range of existing products</p> <p>Autumn T2 Give Me a Sign</p> <p>To look at existing products - money containers</p> <p>✓2. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Autumn T2 Give Me a Sign</p> <p>✓3. Understand how key events and individuals in design and technology have helped shape the world</p>	<p>✓1. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Summer T1 Rolling Rivers. What is the journey of a river?</p> <p>Art straws to create strong structures (2 weeks)</p> <p>Evaluate a range of bridges &amp; and joining techniques</p> <p>The Bridge-building challenge (Team-building)</p> <p>✓2. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Summer T1 Rolling Rivers. What is the journey of a river?</p> <p>✓3. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>✓4. Apply their understanding of computing to program, monitor and control their products</p>	<p>✓1. Understand and apply the principles of a healthy and varied diet</p> <p>✓2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>✓3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 5	<p>✓1. 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</p>	<p>✓1. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Spring T1 One Giant Leap</p> <p>How can you control a vehicle to</p>	<p>✓1. Investigate and analyse a range of existing products</p> <p>Spring T1 One Giant Leap</p> <p>✓2. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their</p>	<p>✓1. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Summer T2 Pier to Pier</p> <p>Use of triangles in making strong structures</p> <p>✓2. Understand and use</p>	<p>✓1. Understand and apply the principles of a healthy and varied diet</p> <p>Autumn T1 Ancient Greece</p> <p>Prepare brown bread and hummus</p> <p>✓2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>

	<p>✓2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Spring T1 One Giant Leap</p> <p>Summer T2 Pier to Pier</p>	<p>move and stop on its own?</p> <p>✓2. 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 Spring T1 One Giant Leap</p> <p>Summer T2 Pier to Pier</p>	<p>work Spring T1 One Giant Leap</p> <p>✓3. Understand how key events and individuals in design and technology have helped shape the world Spring T1 One Giant Leap</p>	<p>mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Spring T1 One Giant Leap</p> <p>✓3. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Spring T1 One Giant Leap</p> <p>✓4. Apply their understanding of computing to program, monitor and control their products</p>	<p>Autumn T1 Ancient Greece Cross curriculum maths, scaling, ratio</p> <p>✓3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Autumn T1 Ancient Greece</p>
Year 6	<p>✓1. 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 Spring T1 Heartbeat In this unit, children will design, make and evaluate a working stethoscope. They will use a variety of funnels and tubing to make their stethoscope, testing and evaluating the effectiveness of tubing of different lengths and diameter, and with funnels of various sizes.</p> <p>✓2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Spring T1 Heartbeat</p>	<p>✓1. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Spring T1 Heartbeat</p> <p>✓2. 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 Spring T1 Heartbeat</p>	<p>✓1. Investigate and analyse a range of existing products Spring T1 Heartbeat</p> <p>✓2. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>✓3. Understand how key events and individuals in design and technology have helped shape the world Spring T1 Heartbeat</p>	<p>✓1. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>✓2. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>✓3. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>✓4. Apply their understanding of computing to program, monitor and control their products</p>	<p>✓1. Understand and apply the principles of a healthy and varied diet Summer T1 Time to Shine The children will investigate what a balanced meal is and the ingredients required. They will plan their own meal based around this, using online supermarket websites to assist them in creating a shopping list. They will then cook their meal in school, and take it home to share with their families. After they have eaten it, they will ask their families to critique their meal, as well as make their own reflections on its success.</p> <p>✓2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Summer T1 Time to Shine</p> <p>✓3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Summer T1 Time to Shine</p>