

## Design and Technology Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Mechanisms: Wheels + Axels	Mechanisms: Making a moving storybook	Cooking + Nutrition: Fruits + Vegetables	Structures: Constructing a windmill	Textiles: Puppets	Cooking + Nutrition: Smoothies	
•	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	<ul> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and</li> </ul>	<ul> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of</li> </ul>	<ul> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communicatio n technology.</li> </ul>	<ul> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical</li> </ul>	<ul> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for</li> </ul>	



components, includingmaterials and• Select fromandconstructioncomponents,and use adingmaterials, textiles andincludingrange of toolsingredients, accordingconstructionand
<ul> <li>to their</li> <li>to their</li> <li>characteristics.</li> <li>and ingredients, according to their</li> <li>characteristics.</li> <li>and ingredients, according to their</li> <li>and ingredients, according to their</li> <li>and products.</li> <li>Evaluate their ideas</li> <li>and products against</li> <li>against design</li> <li>criteria</li> <li>Explore and use</li> <li>Understand where</li> <li>Select from and use a wide</li> <li>example, levers, sliders, wheels and axles], in their</li> </ul>
examp sliders s s s s s s s s s s s s s s s s s s



Textiles:

Pouches

Design

purposeful, functional, appealing products for

themselves and

develop, model

on design

Generate,

criteria.

other users based

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on design

criteria.

Generate,

develop, model

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thurch of Englander The				St Mary's Ch
			against design criteria. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products • Build structures, exploring how they can be made stronger, stiffer and more stable.	
Year 2	Mechanisms: Fairground Wheel Design purposeful, functional, appealing products for themselves and other users based	Cooking + Nutrition: Balanced Diet • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop,	Mechanisms: Making a moving monster • Design purposeful, functional, appealing products for themselves	Structures: Baby Bear's Chair Design purposeful, functional, appealing products for themselves and other users based

model and

ideas through

talking, drawing,

communicate their

and other

users based on

design criteria.

on design

Generate,

develop, model

criteria.

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	communicate		templates, mock- ups and, where	•	Generate, develop,		and communicate		and communicate
	their ideas		• •		model and		their ideas		their ideas
			appropriate, information and		communicate				
	through talking,				their ideas		through talking,		through talking,
	drawing,		communication				drawing,		drawing,
	templates, mock-		technology.		through		templates, mock-		templates, mock-
	ups and, where	•	Select from and use		talking,		ups and, where		ups and, where
	appropriate,		a range of tools and		drawing,		appropriate,		appropriate,
	information and		equipment to		templates,		information and		information and
	communication		perform practical		mock- ups and,		communication		communication
	technology.		tasks [for example,		where		technology.		technology.
	<ul> <li>Select from and</li> </ul>		cutting, shaping,		appropriate,	•	Select from and	•	Select from and
	use a range of		joining and		information		use a range of		use a range of
	tools and		finishing].		and		tools and		tools and
	equipment to	•	Select from and use		communicatio		equipment to		equipment to
	perform practical		a wide range of		n technology.		perform practical		perform practical
	tasks [for		materials and	•	Select from		tasks [for		tasks [for
	example, cutting,		components,		and use a		example, cutting,		example, cutting,
	shaping, joining		including		range of tools		shaping, joining		shaping, joining
	and finishing].		construction		and		and finishing].		and finishing].
	<ul> <li>Select from and</li> </ul>		materials, textiles		equipment to	•	Select from and	•	Select from and
	use a wide range		and ingredients,		perform		use a wide range		use a wide range
	of materials and		according to their		practical tasks		of materials and		of materials and
	components,		characteristics.		[for example,		components,		components,
	including	•	Explore and		cutting,		including		including
	construction		evaluate a range of		shaping,		construction		construction
	materials, textiles		existing products.		joining and		materials, textiles		materials, textiles
	and ingredients,	•	Evaluate their ideas		finishing].		and ingredients,		and ingredients,
	according to their		and products	•	Select from		according to their		according to their
	characteristics.		against design		and use a wide		characteristics.		characteristics.
	<ul> <li>Explore and</li> </ul>		criteria.		range of	•	Evaluate their	•	Explore and
	evaluate a range	•	Use basic principles		materials and		ideas and		evaluate a range
	of existing		of a healthy and		components,		products against		of existing
	products.		•		including		design criteria.		products.
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	<ul> <li>Evaluate their ideas and products against design criteria.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<ul> <li>varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>	<ul> <li>construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul> <li>Evaluate their ideas and products against design criteria.</li> </ul>
3	Textiles: Cross Stitch + Applique Use research and develop design criteria to inform	Electrical Systems: Electric Poster • Use research and develop design criteria to inform	<ul> <li>Pneumatic Toys</li> <li>Use research and develop design criteria to inform the design of</li> </ul>	Digital World: Wearable Technology Use research and develop design criteria	Cooking + Nutrition: Eating Seasonally • Generate, develop, model and	Structures: Constructing a Castle • Use research and develop design criteria to inform

Year 3



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the design of	the design of	innovative,	to inform the	communicate	the design of
innovative,	innovative,	functional,	design of	their ideas	innovative,
functional,	functional,	appealing products	innovative,	through	functional,
appealing	appealing	that are fit for	functional,	discussion,	appealing
products that are	products that are	purpose, aimed at	appealing	annotated	products that are
fit for purpose,	fit for purpose,	particular	products that	sketches,	fit for purpose,
aimed at	aimed at	individuals or	are fit for	cross-sectional	aimed at
particular	particular	groups.	purpose,	and exploded	particular
individuals or	individuals or	<ul> <li>Generate, develop,</li> </ul>	aimed at	diagrams,	individuals or
groups.	groups.	model and	particular	prototypes,	groups.
<ul> <li>Generate,</li> </ul>	<ul> <li>Generate,</li> </ul>	communicate their	individuals or	pattern pieces	• Generate,
develop, model	develop, model	ideas through	groups.	and computer-	develop, model
and	and	discussion,	<ul> <li>Generate,</li> </ul>	aided design.	and
communicate	communicate	annotated sketches,	develop,	<ul> <li>Select from and</li> </ul>	communicate
their ideas	their ideas	cross-sectional and	model and	use a wider range	their ideas
through	through	exploded diagrams,	communicate	of tools and	through
discussion,	discussion,	prototypes, pattern	their ideas	equipment to	discussion,
annotated	annotated	pieces and	through	perform practical	annotated
sketches,	sketches,	computer- aided	discussion,	tasks [for	sketches,
cross-sectional	cross-sectional	design.	annotated	example, cutting,	cross-sectional
and exploded	and exploded	<ul> <li>Select from and use</li> </ul>	sketches,	shaping, joining	and exploded
diagrams,	diagrams,	a wider range of	cross-sectional	and finishing],	diagrams,
prototypes,	prototypes,	tools and	and exploded	accurately.	prototypes,
pattern pieces	pattern pieces	equipment to	diagrams,	<ul> <li>Select from and</li> </ul>	pattern pieces
and computer-	and computer-	perform practical	prototypes,	use a wide range	and computer-
aided design.	aided design.	tasks [for example,	pattern pieces	of materials and	aided design.
<ul> <li>Select from and</li> </ul>	<ul> <li>Select from and</li> </ul>	cutting, shaping,	and computer-	components,	<ul> <li>Select from and</li> </ul>
use a wider range	use a wider range	joining and	aided design.	including	use a wider range
of tools and	of tools and	finishing],	<ul> <li>Investigate and</li> </ul>	construction	of tools and
equipment to	equipment to	accurately.	analyse a	materials, textiles	equipment to
perform practical	perform practical	<ul> <li>Select from and use</li> </ul>	range of	and ingredients,	perform practical
tasks [for	tasks [for	a wide range of	existing	according to their	tasks [for
example, cutting,	example, cutting,	materials and	products.	characteristics.	example, cutting,
shaping, joining	shaping, joining	components,			shaping, joining





Year 4	Digital World: Mindful Moments timer • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	Cooking + Nutrition: Adapting a Recipe Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	Electrical Systems: Torches 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.	Structures: Pavillions Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at	Textiles: Fastenings Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	Mechanical Systems: Making a Slingshot Car Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular



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	individuals or	individuals or	• Generate, develop,	particular	individuals or	individuals or
	groups.	groups.	model and	individuals or	groups.	groups.
	Select from and	<ul> <li>Generate,</li> </ul>	communicate their	groups.	• Generate,	<ul> <li>Generate,</li> </ul>
	use a wider range	develop, model	ideas through	<ul> <li>Generate,</li> </ul>	develop, model	develop, model
	of tools and	and	discussion,	develop,	and	and
	equipment to	communicate	annotated sketches,	model and	communicate	communicate
	perform practical	their ideas	cross-sectional and	communicate	their ideas	their ideas
	tasks [for	through	exploded diagrams,	their ideas	through	through
	example, cutting,	discussion,	prototypes, pattern	through	discussion,	discussion,
	shaping, joining	annotated	pieces and	discussion,	annotated	annotated
	and finishing],	sketches,	computeraided	annotated	sketches,	sketches,
	accurately.	cross-sectional	design.	sketches,	cross-sectional	cross-sectional
	<ul> <li>Investigate and</li> </ul>	and exploded	<ul> <li>Select from and use</li> </ul>	cross-sectional	and exploded	and exploded
	analyse a range	diagrams,	a wider range of	and exploded	diagrams,	diagrams,
	of existing	prototypes,	tools and	diagrams,	prototypes,	prototypes,
	products.	pattern pieces	equipment to	prototypes,	pattern pieces	pattern pieces
	Evaluate their	and	perform practical	pattern pieces	and	and
	ideas and	computeraided	tasks [for example,	and	computeraided	computeraided
	products against	design.	cutting, shaping,	computeraide	design.	design.
	their own design	<ul> <li>Select from and</li> </ul>	joining and	d design.	<ul> <li>Select from and</li> </ul>	<ul> <li>Select from and</li> </ul>
	criteria and	use a wider range	finishing],	<ul> <li>Select from</li> </ul>	use a wider range	use a wider range
	consider the	of tools and	accurately.	and use a	of tools and	of tools and
	views of others to	equipment to	• Select from and use	wider range of	equipment to	equipment to
	improve their	perform practical	a wide range of	tools and	perform practical	perform practical
	work.	tasks [for	materials and	equipment to	tasks [for	tasks [for
	Apply their	example, cutting,	components,	perform	example, cutting,	example, cutting,
	understanding of	shaping, joining	including	practical tasks	shaping, joining	shaping, joining
	computing to	and finishing],	construction	[for example,	and finishing],	and finishing],
	program, monitor	accurately.	materials, textiles	cutting,	accurately.	accurately.
	and control their	<ul> <li>Select from and</li> </ul>	and ingredients,	shaping,	<ul> <li>Select from and</li> </ul>	• Select from and
	products.	use a wide range	according to their	joining and	use a wide range	use a wide range
		of materials and	characteristics.	finishing],	of materials and	of materials and
		components,		accurately.	components,	components,
		including			including	including





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Year 5	Mechanical systems:	Electrical systems:	Cooking and nutrition:	Structure:	Textiles:	Digital World:
	• Use research and	• Use research and	Developing a recipe     Use research and	Bridges     Use research	• Use research and	Monitoring Devices     Use research and
	develop design	develop design	• Ose research and develop design	and develop	develop design	develop design



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	cri	iteria to inform		criteria to inform		criteria to inform		design criteria		criteria to inform		criteria to inform
	th	e design of		the design of		the design of		to inform the		the design of		the design of
	ini	novative,		innovative,		innovative,		design of		innovative,		innovative,
	fu	nctional,		functional,		functional,		innovative,		functional,		functional,
	ар	pealing		appealing		appealing products		functional,		appealing		appealing
	pr	oducts that are		products that are		that are fit for		appealing		products that are		products that are
	fit	for purpose,		fit for purpose,		purpose, aimed at		products that		fit for purpose,		fit for purpose,
	air	med at		aimed at		particular		are fit for		aimed at		aimed at
	ра	articular		particular		individuals or		purpose,		particular		particular
	ind	dividuals or		individuals or		groups.		aimed at		individuals or		individuals or
	gro	oups.		groups.	•	Generate, develop,		particular		groups.		groups.
	● Ge	enerate,	•	Select from and		model and		individuals or	•	Generate,	•	Generate,
	de	evelop, model		use a wider range		communicate their		groups.		develop, model		develop, model
	an	nd		of tools and		ideas through	•	Generate,		and		and
	со	ommunicate		equipment to		discussion,		develop,		communicate		communicate
	th	eir ideas		perform practical		annotated sketches,		model and		their ideas		their ideas
	th	rough		tasks [for		cross-sectional and		communicate		through		through
	dis	scussion,		example, cutting,		exploded diagrams,		their ideas		discussion,		discussion,
	an	notated		shaping, joining		prototypes, pattern		through		annotated		annotated
	ske	etches,		and finishing],		pieces and		discussion,		sketches,		sketches,
	cro	oss-sectional		accurately.		computer- aided		annotated		cross-sectional		cross-sectional
	an	nd exploded	•	Investigate and		design.		sketches,		and exploded		and exploded
	dia	agrams,		analyse a range	•	Select from and use		cross-sectional		diagrams,		diagrams,
	pr	ototypes,		of existing		a wider range of		and exploded		prototypes,		prototypes,
	ра	attern pieces		products.		tools and		diagrams,		pattern pieces		pattern pieces
	an	nd computer-	•	Evaluate their		equipment to		prototypes,		and computer-		and computer-
	aio	ded design.		ideas and		perform practical		pattern pieces		aided design.		aided design
	• Se	elect from and		products against		tasks [for example,		and computer-	•	Select from and	•	Evaluate their
	us	e a wider range		their own design		cutting, shaping,		aided design.		use a wider range		ideas and
	of	tools and		criteria and		joining and	•	Select from		of tools and		products against
	eq	uipment to		consider the		finishing],		and use a		equipment to		their own design
	ре	erform practical		views of others to		accurately.		wider range of		perform practical		criteria and
	tas	sks [for		improve their	•	Select from and use		tools and		tasks [for		consider the
	ex	ample, cutting,		work.		a wider range of		equipment to		example, cutting,		views of others to
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	shaping, joining	Apply their	materials and	perform	shaping, joining	improve their
	and finishing],	understanding of	components,	practical tasks	and finishing],	work.
	accurately.	how to	including	[for example,	accurately.	<ul> <li>Understand how</li> </ul>
•	Select from and	strengthen,	construction	cutting,	<ul> <li>Select from and</li> </ul>	key events and
	use a wider range	stiffen and	materials, textiles	shaping,	use a wider range	individuals in
	of materials and	reinforce more	and ingredients,	joining and	of materials and	design and
	components,	complex	according to their	finishing],	components,	technology have
	including	structures.	functional	accurately.	including	helped shape the
	construction	<ul> <li>Understand and</li> </ul>	properties and	<ul> <li>Select from</li> </ul>	construction	world.
	materials, textiles	use electrical	aesthetic qualities.	and use a	materials, textiles	<ul> <li>Apply their</li> </ul>
	and ingredients,	systems in their	<ul> <li>Investigate and</li> </ul>	wider range of	and ingredients,	understanding of
	according to their	products [for	analyse a range of	materials and	according to their	how to
	functional	example, series	existing products.	components,	functional	strengthen,
	properties and	circuits	Evaluate their ideas	including	properties and	stiffen and
	aesthetic	incorporating	and products	construction	aesthetic	reinforce more
	qualities.	switches, bulbs,	against their own	materials,	qualities.	complex
•	Investigate and	buzzers and	design criteria and	textiles and	<ul> <li>Investigate and</li> </ul>	structures.
	analyse a range	motors].	consider the views	ingredients,	analyse a range	<ul> <li>Apply their</li> </ul>
	of existing		of others to improve	according to	of existing	understanding of
	products.		their work.	their	products.	computing to
•	Evaluate their		<ul> <li>Understand how</li> </ul>	functional	Evaluate their	program, monitor
	ideas and		key events and	properties and	ideas and	and control their
	products against		individuals in design	aesthetic	products against	products.
	their own design		and technology	qualities.	their own design	
	criteria and		have helped shape	<ul> <li>Investigate and</li> </ul>	criteria and	
	consider the		the world.	analyse a	consider the	
	views of others to		Apply their	range of	views of others to	
	improve their		understanding of	existing	improve their	
	work.		computing to	products.	work.	
•	Understand and		program, monitor	Evaluate their		
	use mechanical		and control their	ideas and		
	systems in their		products.	products		
	products [for		<ul> <li>Understand and</li> </ul>	against their		
	example, gears,		apply principles of a	own design		



	pulleys, cams, levers and linkages].		<ul> <li>healthy and varied diet.</li> <li>Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		
Year 6	Digital World: Navigating the world	Cooking and nutrition: Come Dine with me	<ul> <li>Structures: Playgrounds</li> <li>Use research and develop design</li> </ul>	• Use research and develop	Electrical systems: Steady hand games	Mechanical systems: Automata toys



• Use research and	Use rese	arch and	criteria to inform		design criteria	•	Use research and	•	Use research and
develop design	develop	design	the design of		to inform the		develop design		develop design
criteria to inform	criteria	o inform	innovative,		design of		criteria to inform		criteria to inform
the design of	the desi	gn of	functional,		innovative,		the design of		the design of
innovative,	innovati	ve,	appealing products		functional,		innovative,		innovative,
functional,	function	al,	that are fit for		appealing		functional,		functional,
appealing	appealir	g	purpose, aimed at		products that		appealing		appealing
products that are	product	s that are	particular		are fit for		products that are		products that are
fit for purpose,	fit for pu	irpose,	individuals or		purpose,		fit for purpose,		fit for purpose,
aimed at	aimed a	t 🛛	groups.		aimed at		aimed at		aimed at
particular	particula	ar 🛛 🗕	Generate, develop,		particular		particular		particular
individuals or	individu	als or	model and		individuals or		individuals or		individuals or
groups.	groups.		communicate their		groups.		groups.		groups.
<ul> <li>Generate,</li> </ul>	<ul> <li>Generat</li> </ul>	e,	ideas through	•	Generate,	•	Generate,	•	Generate,
develop, model	develop	model	discussion,		develop,		develop, model		develop, model
and	and		annotated sketches,		model and		and		and
communicate	commu	nicate	cross-sectional and		communicate		communicate		communicate
their ideas	their ide	as	exploded diagrams,		their ideas		their ideas		their ideas
through	through		prototypes, pattern		through		through		through
discussion,	discussio	on,	pieces and		discussion,		discussion,		discussion,
annotated	annotat	ed	computer- aided		annotated		annotated		annotated
sketches,	sketches	,	design.		sketches,		sketches,		sketches,
cross-sectional	cross-se	ctional •	Select from and use		cross-sectional		cross-sectional		cross-sectional
and exploded	and exp	oded	a wider range of		and exploded		and exploded		and exploded
diagrams,	diagram	s,	tools and		diagrams,		diagrams,		diagrams,
prototypes,	prototy	oes,	equipment to		prototypes,		prototypes,		prototypes,
pattern pieces	pattern	pieces	perform practical		pattern pieces		pattern pieces		pattern pieces
and computer-	and com	puter-	tasks [for example,		and computer-		and computer-		and computer-
aided design.	aided de	esign.	cutting, shaping,		aided design.		aided design.		aided design.
<ul> <li>Select from and</li> </ul>	<ul> <li>Select fr</li> </ul>	om and	joining and	•	Select from	•	Select from and	•	Select from and
use a wider range	use a wi	der range	finishing],		and use a		use a wider range		use a wider range
of tools and	of tools	and	accurately.		wider range of		of tools and		of tools and
equipment to	equipmo	ent to 🛛 🔹	Select from and use		tools and		equipment to		equipment to
perform practical	perform	practical	a wider range of		equipment to		perform practical		perform practical



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	<ul> <li>tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul> <li>tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand and apply principles of a healthy and</li> </ul>	<ul> <li>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul> <li>perform</li> <li>practical tasks</li> <li>[for example,</li> <li>cutting,</li> <li>shaping,</li> <li>joining and</li> <li>finishing],</li> <li>accurately.</li> <li>Select from</li> <li>and use a</li> <li>wider range of</li> <li>materials and</li> <li>components,</li> <li>including</li> <li>construction</li> <li>materials,</li> <li>textiles and</li> <li>ingredients,</li> <li>according to</li> <li>their</li> <li>functional</li> <li>properties and</li> <li>aesthetic</li> <li>qualities.</li> <li>Investigate and</li> <li>analyse a</li> <li>range of</li> <li>existing</li> <li>products.</li> <li>Evaluate their</li> </ul>	<ul> <li>tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their</li> </ul>	<ul> <li>tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> <li>Understand and use mechanical systems in their products [for example, gears, "</li> </ul>
		apply principles		products.	views of others to	products [for





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.	criteria and       design and         consider the       technology have         views of others       helped shape the         to improve       world.         their work.       Understand and         use electrical       systems in their         products [for       example, series         circuits       incorporating         switches, bulbs,       subst.
processed.	switches, bulbs, buzzers and
	motors].