		KEY STAGE 1												LOWER KEY STAGE 2										UPPER KEY STAGE 2										
	NA		CYCLE A							CYCLE B							CYCLE A CYCLE B									CYCLE A CYCLE B								
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Ž	Wonder Learning Partnership Educate Empower Engage Enrich	Portrait painting	Cookery 1	Human anatomy	Building structures	Vehicles and motion	The seasons	Materials around us	School through time	Significant people	Cookery 2	Building structures 2	Beach and coast	Sewing and fabrics 1	Kings and queens.	Cookery 2	Botanical art	Building a greenhouse	Automaton	Electricity 1	Cookery 3	Fabrics and function	Mountain s and rivers	Building the great monuments	Weaving	Architecture	Mixed Media	Moving machines	Agriculture	Cookery 4	Engineer	Electricity 2	Cookery 5	Sewing and garment making
	Design and Technology	P		Ĩ	Bui	Veh		Mat	Sch	Sig		Buil	ã	Sew	Kin			Build				Fab	Mou	. gui				Š						ing
	&																	-					_	Build										Sew
	Food and Nutrition																																	
Aims and purpose	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.																																	
	Critique, evaluate and test their ideas and products and the work of others.																																	
	Use the basic principles of a healthy and varied diet to prepare dishes.																															\square	\square	
Cooking and nutrition	Understand where food comes from.	—							-											_	_			_					⊢		\rightarrow		\rightarrow	-
	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.																																	
Design	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.																																T	
	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. Generate, develop, model and communicate their ideas through discussion,																	_	_	-		_	_						⊢┤	-		\neg	\rightarrow	
	annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.																																	
	Explore and evaluate a range of existing products.																																	
	Evaluate their ideas and products against design criteria. Investigate and analyse a range of existing products.																	_	_		_	_							⊢	_	_	_	_	
Evaluate	Evaluate their ideas and products against their own design criteria and consider																	-	-	-	_								\vdash		-			
	the views of others to improve their work.																																	
	Understand how key events and individuals in design and technology have helped shape the world.																																	
Make	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.																																	
	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.																																	
	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.																													1				
Technical knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable.																				Τ								i T					7
	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.																																	
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.																												Ш					
	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).													Ī				ſ				ſ	Ī						ιĪ			ſ		
	Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).																																	
	Apply their understanding of computing to program, monitor and control their products.																															Π		