**Design and Technology – Lesson sequence with suggested content.**

**Lessons**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

Understand what a

Understand what a

Identify who made the

Identify who made the

product, when it was

made and what its

purpose is

Identify who made the

product, when it was

made and what its

purpose is

Identify who made the

product, when it was

made and what its

purpose is

**Background Research –**

product is and who it is for product is and who it is for product, when it was

made and what its

Understand how a product Understand how a product purpose is

**Lesson 1**

Exploring context and

existing products

works and how it is used

works and how it is used

Identify what the product

has been made from

Identify what the product

has been made from

Identify what the product

has been made from

and how environmentally

friendly the materials are

Identify what the product

has been made from

and how environmentally

friendly the materials are

Identify where you might

find this product

Identify where you might

find this product

Evaluate the product on

Evaluate the product on

design and use

Identify the materials used design and use

to make the product

Evaluate the product on

design, appearance and

use

Evaluate the product on

design, appearance and

use

**Brain Builders:** Research

facts about famous

inventors/ chefs /

designers etc linked to

product

**Brain Builders:** Research

facts about famous

inventors/ chefs /

designers etc linked to

product

Express an opinion about

the product

Identify the cost to make

the product

Identify the cost to make

the product and whether it

has any other purposes eg.

Leading innovation of the

time, trend setting

**Brain Builders:** Research

facts about famous

inventors/ chefs /

designers etc linked to

product

**Brain Builders:** Research

facts about famous

inventors/ chefs /

designers etc linked to

product

Explain what product they

**Design Criteria – Lesson 2** will be designing and

Use own experiences and

existing products to

develop ideas

**Brain Builders:**

**Brain Builders:**

**Brain Builders:**

**Brain Builders:**

Understand and gather

information about what a

particular group or people

want from a product

Understand and gather

information about what a

particular group or people

want from a product

Understand and gather

information about what a

particular group or people

want from a product, using want from a product, using

questionnaires, surveys etc questionnaires, surveys etc

Understand and gather

information about what a

particular group or people

making

Understanding their

intended users and their

own product

Explain who their product

will be used by

Explain what product they

will be designing and

making

Describe the purpose of

their product and how it

will work

Describe the purpose of

their product

Describe what their

product will be used for

Describe the purpose of

their product

Describe the purpose of

their product

Explain who their product

will be used by

Identify design features

that will appeal to

intended users

Identify design features

that will appeal to

Identify design features

that will appeal to

Identify design features

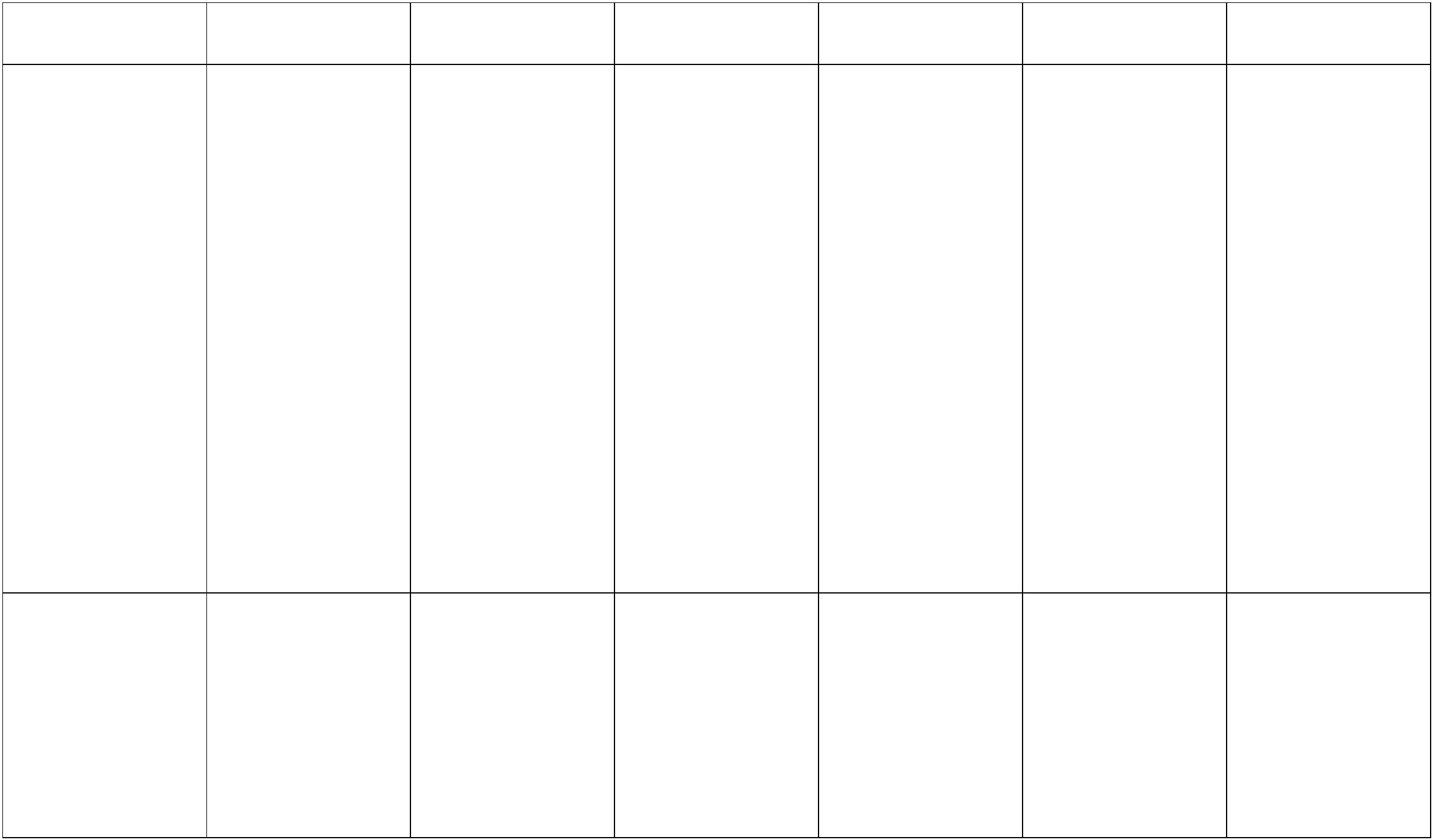
that will appeal to

Describe what their

1

A purple shield with two crossed keys

Description automatically generatedA purple shield with two crossed keys

Description automatically generated

product will be used for

and how it will work

intended users

Explain how parts of their

product works

intended users

Explain how parts of their

product will work

intended users

Explain how parts of their

product will work

Explain how parts of their

product works

Explain why their product

is suitable for the intended Generate realistic ideas

Develop their own design

criteria and use for

planning ideas

Develop their own design

criteria and use for

planning ideas

Create a design description

for their product

user

that meet needs of user

Highlight the impact of

time, resources and cost

within their design ideas

Generate realistic ideas

that meet needs of user

and take into account

availability of resources

Generate innovative ideas

that meet needs of user

and take into account

availability of resources

Generate innovative ideas

that meet needs of user

Share and discuss ideas

with others

Discuss what their steps

for making could be

Discuss what their steps

for making could be

Share and discuss ideas

with others

Share and discuss ideas

with others

Share and discuss ideas

with others

**Planning –**

**Lesson 3**

Represent ideas through

Communicating ideas and talking and drawing

creating prototypes for

Represent ideas through

talking, drawing and

**computing –** (where

appropriate)

Order the main stages of

making

Order the main stages of

making

Record a step by step plan

for making

Record a step by step plan

for making

product

Choose materials to use

based on suitability of

their properties

Choose materials to use

based on suitability of

their properties

Produce lists for the tools,

equipment and materials

they will be using

Produce lists for the tools,

equipment and materials

they will be using

Choose materials to use

based on suitability of

their properties

Represent ideas in

Represent ideas in

Choose materials to use

based on suitability of

their properties and

aesthetic qualities

Choose materials to use

based on suitability of

their properties and

aesthetic qualities

diagrams, annotated

sketches and **computer**

**based programmes**

(where appropriate)

diagrams, annotated

sketches and **computer**

**based programmes**

(where appropriate)

Create templates/pattern

pieces and explore

materials whilst

developing ideas

Represent ideas in

Represent ideas in

Create pattern pieces and

prototypes

Create pattern pieces and

prototypes

diagrams, annotated

sketches and **computer**

**based programmes**

(where appropriate)

diagrams, annotated

sketches and **computer**

**based programmes**

(where appropriate)

Create pattern pieces and

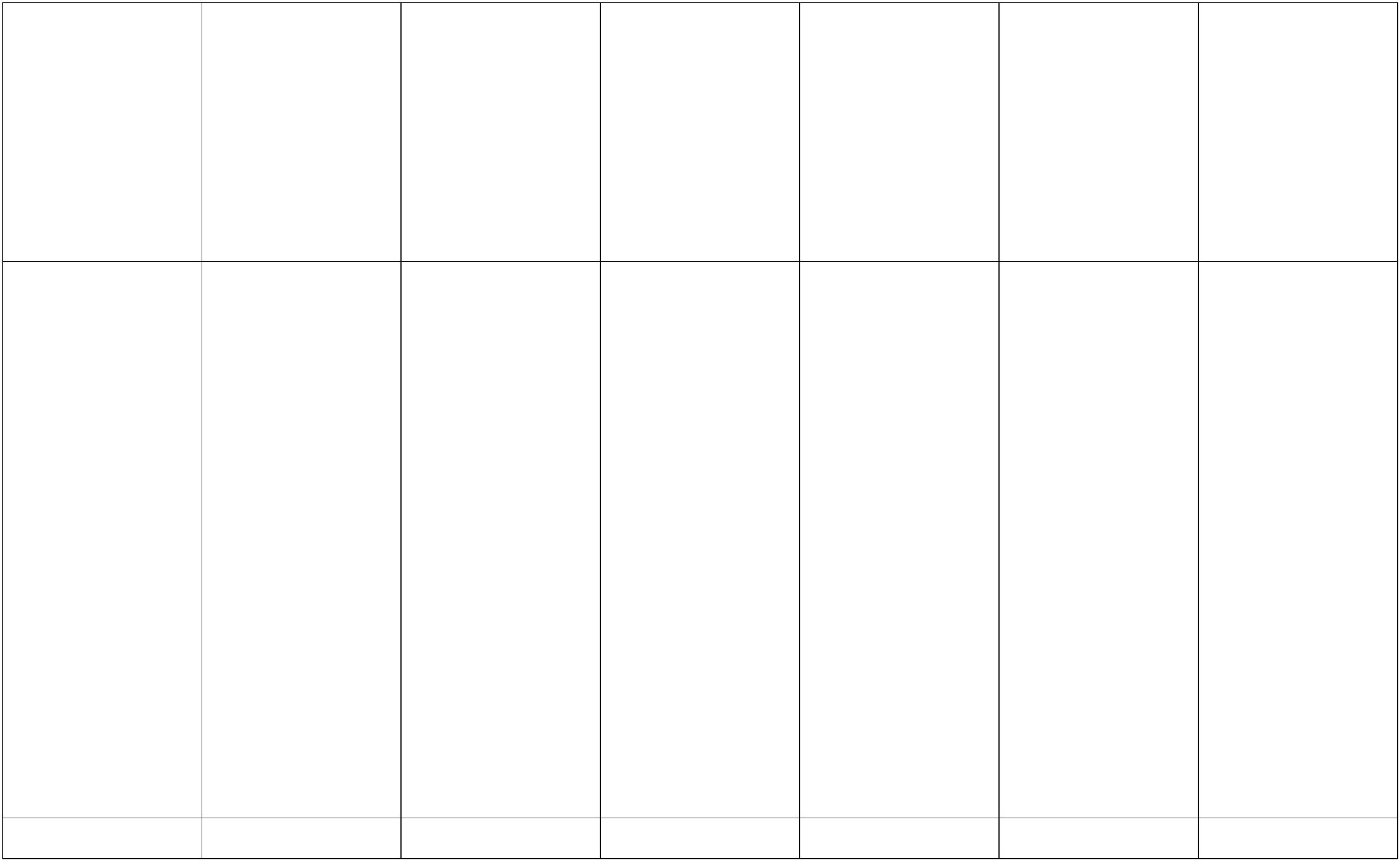
prototypes

Create pattern pieces and

prototypes

***Across KS1:*** *Use materials -* ***Across KS1:*** *Use materials -* ***Across KS2:*** *Use materials -* ***Across KS2:*** *Use materials -* ***Across KS2:*** *Use materials -* ***Across KS2:*** *Use materials -*

2



*construction materials and construction materials and construction materials and construction materials and construction materials and construction materials and*

**Making –**

**Lesson 4-5**

*kits, textiles, food and*

*kits, textiles, food and*

*kits, textiles, food,*

*mechanical and electrical*

*components*

*kits, textiles, food,*

*mechanical and electrical*

*components*

*kits, textiles, food,*

*mechanical and electrical*

*components*

*kits, textiles, food,*

*mechanical and electrical*

*components*

*mechanical components*

*mechanical components*

Selecting the tools and

applying the practical skills making

and techniques

Choose suitable tools for

Choose suitable tools for

making whilst explaining

why they should be used

Choose suitable tools for

making whilst explaining

why they should be used

Use design criteria whilst

making

Choose suitable tools for

making whilst explaining

why they should be used

Use design criteria whilst

making

Choose suitable tools for

making whilst explaining

why they should be used

Use design criteria whilst

making

Choose suitable tools for

making whilst explaining

why they should be used

Use design criteria whilst

making

Follow safety and food

hygiene procedures

Follow safety and food

hygiene procedures

Measure, mark, cut and

shape materials and

components

Measure, mark, cut and

shape materials and

components

Follow safety and food

hygiene procedures

Follow safety and food

hygiene procedures

Follow safety and food

hygiene procedures

Follow safety and food

hygiene procedures

Join, assemble and

combine materials and

components

Measure, mark, cut and

shape materials and

components with some

accuracy

Measure, mark, cut and

shape materials and

components with some

accuracy

Measure, mark, cut and

shape materials and

components accurately

Measure, mark, cut and

shape materials and

components accurately

Join, assemble and

combine materials and

components

Join, assemble and

combine materials and

components accurately

Join, assemble and

combine materials and

components accurately

Use finishing techniques,

including skills learnt in Art combine materials and

components with some

Join, assemble and

Join, assemble and

combine materials and

components with some

accuracy

accuracy

Demonstrate problem

solving skills when

Demonstrate problem

solving skills when

Use finishing techniques,

including skills learnt in Art including skills learnt in Art practical problem

Use finishing techniques,

encountering a mistake or

encountering a mistake or

practical problem

with some accuracy

with some accuracy

Use finishing techniques,

Use finishing techniques

including skills learnt in Art that involve a number of

accurately

steps, including skills

learnt in Art accurately

Talk about their design

ideas and what they have

made

Talk about their design

ideas and what they have

made

Use design criteria to

evaluate product –

identifying both strengths

Use design criteria to

evaluate product –

identifying both strengths

Use design criteria to

evaluate product –

identifying both strengths

Use design criteria to

evaluate product – looking

at quality of end product

**Evaluation –**

**Lesson 6**

and areas for development and areas for development and areas for development and design and whether it

is fit for its intended

Consider the views of

others, including intended

user, whilst evaluating

product

Referring to planning and

initial ideas in evaluating

their product

Make simple judgements

of how the product met

their design ideas

Make simple judgements

of how the product met

their design ideas

Consider the views of

others, including intended

user, whilst evaluating

product

Consider the views of

others, including intended

user, whilst evaluating

product

purpose

Consider the views of

others, including intended

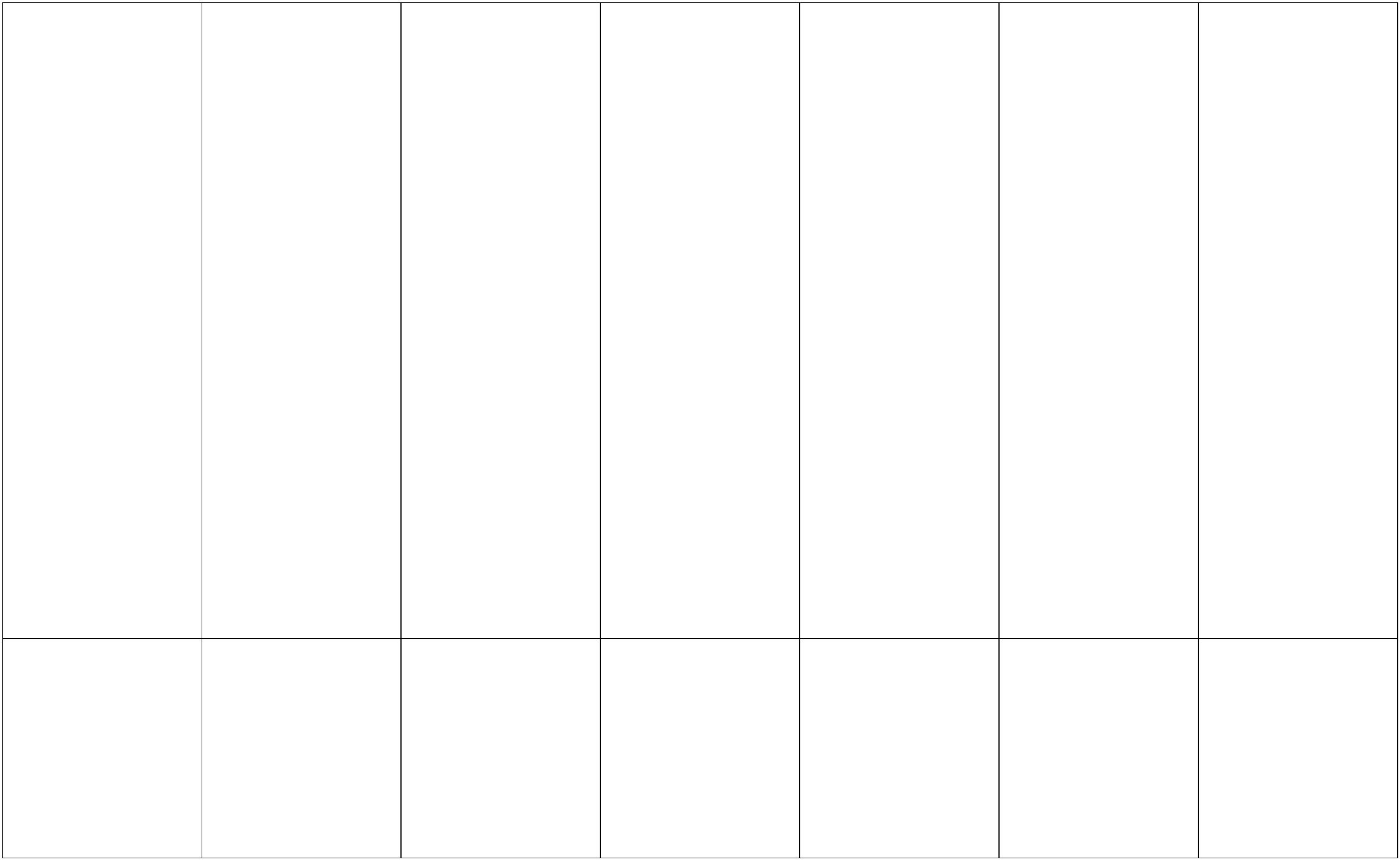
user, whilst evaluating

product

Suggest how their product

could be improved

3



**Across KS1:**

**Lower KS2:**

**Upper KS2:**

**Teaching cooking and**

**nutrition**

Understand that food

comes from plants or

animals

Understand which foods

are reared, caught, or

grown and that this

happens in the UK and

across the globe

Understand which foods

are reared, caught, or

grown and that this

happens in the UK and

across the globe

Understanding food and

food preparation

Understand that food has

to be farmed, caught, or

grown

Understand that recipes

can be changed by adding

or taking away ingredients

Understand that the

seasons can affect food

produce

Understand that the

seasons can affect food

produce

Understand that

sometimes raw ingredients

need to be processed

before they can be used in

cooking (eg. De-feathering

a chicken)

Understand that recipes

can be adapted to change

the appearance, taste and

aroma of a dish

**Across KS1:**

**Lower KS2:**

**Upper KS2:**

**Teaching cooking and**

**nutrition**

Sort foods into the 5

Sort foods into the 5

Sort foods into the 5

groups using The Eatwell

Food preparation, cooking Plate

and nutrition

groups using The Eatwell

Plate and identify that this

makes up a healthy diet

groups using The Eatwell

Plate and identify that this

makes up a healthy diet

Identify that people should

eat at least 5 portions of

fruit and vegetables a day

Identify that food and

drink are needed to

provide energy for a

healthy and active lifestyle

Identify that food and

drink provide certain

nutritional and health

benefits which support a

healthy lifestyle

Prepare simple dishes

hygienically and safely

without a heat source

Identify that people should

eat at least 5 portions of

fruit and vegetables a day

Identify that people should

eat at least 5 portions of

fruit and vegetables a day

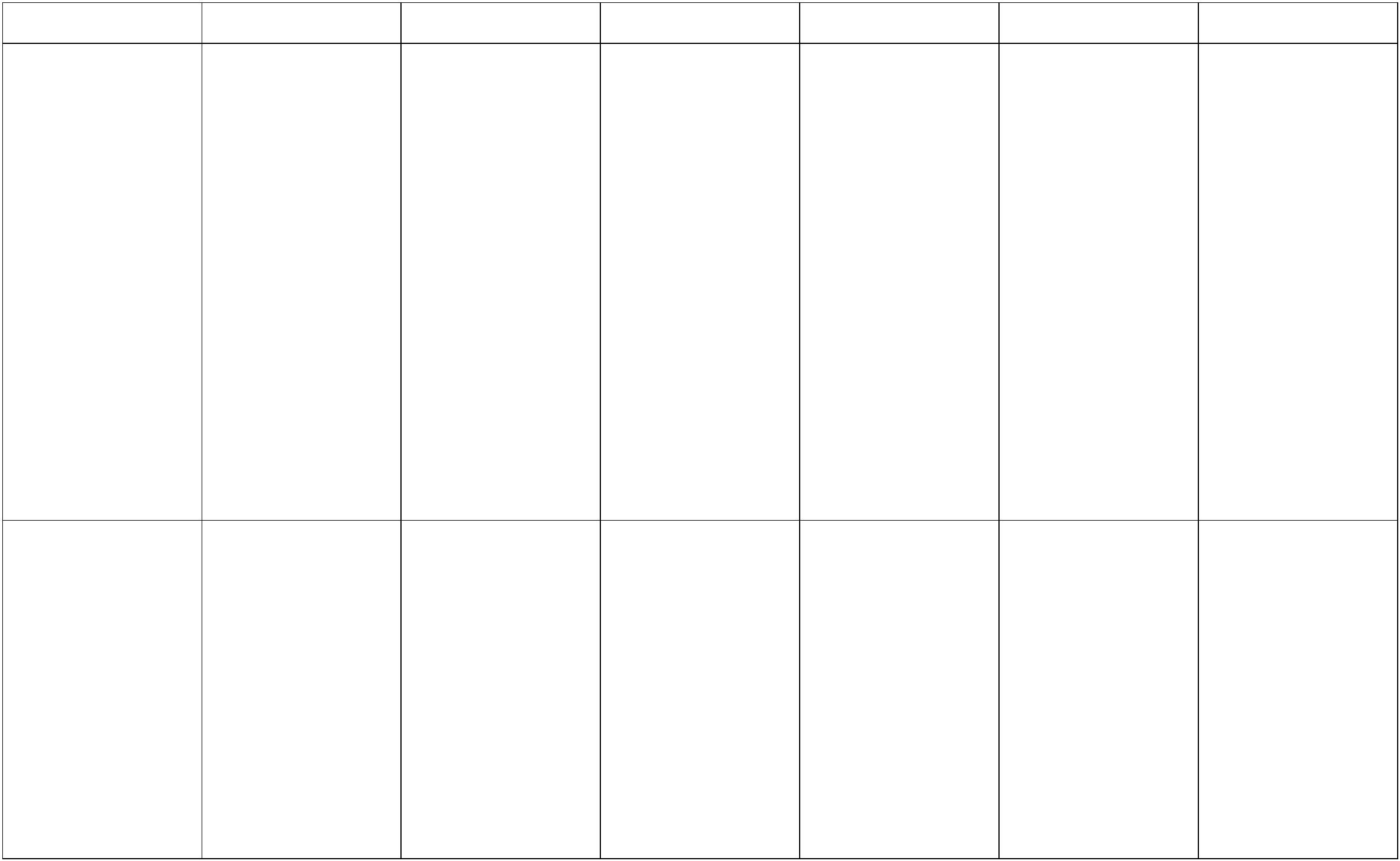
Use cooking techniques

such as: cutting, peeling

and grating

Prepare simple dishes

4



hygienically and safely,

where needed with a heat

source

Prepare simple dishes

hygienically and safely,

where needed with a heat

source

Use cooking techniques

such as: chopping, peeling,

grating slicing, mixing,

spreading, kneading and

baking

Use cooking techniques

such as: chopping, peeling,

grating slicing, mixing,

spreading, kneading and

baking

5

