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| Year | Aut 1 | Aut 2 | Spr 3 | Spr 4 | Sum 5 | Sum 6 |
| EYFS | **Cooking & Nutrition**  Bread  **Mechanics**  Mini-me | | **Structures**  Rockets  Bug hotel (FS session) | | **Textiles**  Patch work stitch | |
| Year 1/2 mixed age  KS1 | **Mechanism**  Drawbridge (A) | | **Structures**  Boat with a mast (A) | | **Cooking & Nutrition**  Fruit salad (A) | |
| Year 3/4  Mixed age  LKS2  A/B | **Textiles**  Money containers (A)  **Cooking & Nutrition**  Cold drinks (B) | | **Mechanism**  Moving animals (A)  **Structures and Digital World**  Games (B) | | **Electrical System**  Torches (A)  **Mechanism**  Story books with moving parts (B) | |
| Year 5/6  Mixed age  UKS2  A/B | **Structures**  Bridges (A)  **Textiles**  Sewing (B) | | **Mechanism**  Gears and Pulleys (A)  **Electrical System**  Circuits (B) | | **Cooking & Nutrition**  Greek food (B) | |

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| **User**  Pupils should have a clear idea of who they are designing and making products for, considering their wants, needs, values, interests and preferences. | **Purpose**  Pupils should be able to clearly communicate the purpose of their products they are designing and making. Each product should be designed to perform one or more defined tasks. | **Functionality**  Pupils should design and make products that work effectively in order to fulfil users’ needs, wants and purposes. | **Design Decisions**  Pupils need opportunities to make their own design decisions. Through making design decisions pupils decide on the form their product will take, how their product will work, what task it will perform and who the product will be for. This demonstrates their creative, technical and practical expertise. | **Innovation**  When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed. It helps to have open-ended starting points. | **Authenticity**  Pupils should design and make products that are believable, real and meaningful to themselves and others. |