

Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

Subject Rationale - Design & Technology

To provide creative and practical opportunities to enrich minds and inspire tomorrow's innovators.

Design and Technology is an opportunity for our children to participate in practical activities, which develop their technical skills and understanding of the world around them, and how it has changed over time. The subject encourages our children to be creative problem solvers and future innovators, by fostering an enjoyment and satisfaction in designing and making products through practical and engaging learning opportunities. It is our intent to develop our children's imaginative and critical thinking by building skills in cooking and nutrition, textiles, mouldable materials and mechanisms. Our Design and Technology curriculum also draws on the key engineering and design processes of: identifying a need, researching, designing, building, testing and evaluating.

D&T						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Cooking & Nutrition (Gingerbread)		Textiles & Use of Materials (Key Ring - Staples)		Materials & Mechanisms (Cardboard & Split Pins)
Year 2	Cooking & Nutrition (Cakes)		Textiles & Use of Materials (Stuffed Toy - Glue)		Materials & Mechanisms (Cardboard - Lever & Slider Mechanism)	
Year 3		Cooking & Nutrition (Curry Sauce)		Textiles & Mouldable Materials (Bunting - Running Stitch)		Materials & Mechanisms (Wood - gears, pulleys, cams)
Year 4	Cooking & Nutrition (Pizza Dough & Toppings)		Textiles & Mouldable Materials (Puppet - Blanket Stitch)		Materials & Mechanisms (Electrical - switches, bulbs, buzzers, motors)	
Year 5		Cooking & Nutrition (Pastry)		Textiles & Mouldable Materials (Bag - Machine)		Materials & Mechanisms (Pneumatics)
Year 6	Cooking & Nutrition (Free Choice Dish)		Textiles & Mouldable Materials (Phone Case - Free Choice)		Materials & Mechanisms (Computer Programming)	

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Skills Progression Mapping - Design & Technology						
	FS1			FS2		
Research	<ul style="list-style-type: none"> • Touch and feel different materials to learn about their textures. • Watch and see how toys and objects move when pushed or pulled. • Name some things we use every day and explain what they're for. 			<ul style="list-style-type: none"> • Explore and discuss different materials and textures. • Investigate and ask questions about how objects move and work. • Compare different materials and describe their properties. • Identify key features and uses of everyday products. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research	<ul style="list-style-type: none"> • Identify the key features and uses of a product. • Explore how to construct a model using moving parts. 	<ul style="list-style-type: none"> • Explore the different features of products and their purpose. • Explore how a mechanism works. 	<ul style="list-style-type: none"> • Identify a range of textiles and their purpose. • Explore how the mechanical component works in a given product. 	<ul style="list-style-type: none"> • Understand how decoration and packaging is important. • Consider product features which make them purposeful and durable. 	<ul style="list-style-type: none"> • Consider how to make a product appeal to a target audience. • Consider how products are produced for a range of purposes. • Create a set criterion to appeal to an audience. 	<ul style="list-style-type: none"> • Conduct market research to collect information on a range of products. • Produce a set of research criteria that considers culture of the target audience. • Analyse market research and design criteria.

Skills Progression Mapping - Design & Technology						
	FS1			FS2		
Design	<ul style="list-style-type: none"> • Play with different shapes, sizes and materials to make fun creations. • Start to figure out how parts fit together. 			<ul style="list-style-type: none"> • Explore and play with different shapes, sizes and materials to create simple designs. • Use pictures, basic drawings and simple language to express ideas. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<ul style="list-style-type: none"> • Create a product design. • Use pictures and words to communicate an idea. 	<ul style="list-style-type: none"> • Create a design which includes diagrams. • Use diagrams and sentences to communicate a design. • Use ideas from shown examples in my own design. • Make a prototype and use to identify improvements. 	<ul style="list-style-type: none"> • Produce a step bet step design for my product. • Create a design based upon the brief. • Create a realistic design plan which includes order, equipment and tools. 	<ul style="list-style-type: none"> • Produce a clear design taking into account the views of others. • Design a range of effective ideas based on collected information and user's views. • Produce a final design which incorporates the strengths of all ideas. 	<ul style="list-style-type: none"> • Design a product based on a target audience. • Produce a detailed plan which includes how to create a product. • Use careful measurements to create an accurate prototype based on a design. 	<ul style="list-style-type: none"> • Use feedback and market research to inform my decisions. • Produce a refined design based on design criteria and knowledge gained. • Use my prototype to inform improvements to design.

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Skills Progression Mapping - Design & Technology

Skills Progression Mapping - Design & Technology							
FS1			FS2				
Build	<ul style="list-style-type: none"> Choose and use toys and materials to make things, sometimes with help. Use crayons, markers and brushes to draw and decorate. With help, try using scissors to cut paper and make simple shapes. Play with building blocks and try stacking them to make simple structures. 			<ul style="list-style-type: none"> Explore and handle simple tools with supervision. Use a range of basic tools to add decorations to my creations. Practice control when using scissors to cut paper and simple materials. Experiment with joining materials using basic methods like folding and stacking. Explore different ways to make joins and other basic techniques. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Build	<ul style="list-style-type: none"> Select and use appropriate tools and equipment to make a product. Decorate my product to make it look appealing. 	<ul style="list-style-type: none"> Measure and cut parts effectively. Add quality finishing touches to my product. 	<ul style="list-style-type: none"> Use a range of tools appropriately and safely. Select and use appropriate tools for construction. Add quality finishing touches to enhance my product. 	<ul style="list-style-type: none"> Skilfully use a range of tools. Add finishing touches which appeal to an audience. 	<ul style="list-style-type: none"> Use a range of tools expertly. Use appropriate tools and equipment expertly for construction. Add finishing touches which ensure the product is strong and fit for purpose. 	<ul style="list-style-type: none"> Use appropriate tools and equipment precisely for construction. Produce a product which is visually appealing and flavourful. Choose and use tools and materials to add precise details to product. Carry out quality assurance to test the quality and success of working model. 	

Skills Progression Mapping - Design & Technology

Skills Progression Mapping - Design & Technology							
FS1			FS2				
Evaluate	<ul style="list-style-type: none"> Look at my art and say if I like it. Say something good about my creation. Show my friends what I made. 			<ul style="list-style-type: none"> Look at my finished creations and talk about what I like about them. Begin to compare my creations to what I initially planned and express if they match my ideas. Evaluate my finished products, identifying what worked well and what could be improved. Talk about what I did to create my products. Compare my work against that of others and discuss similarities and differences. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Evaluate	<ul style="list-style-type: none"> Identify successes in my finished product. Compare product against design. Explain what I did to make the product. 	<ul style="list-style-type: none"> Evaluate my finished product. Assess how improvements can be made to a finished product. 	<ul style="list-style-type: none"> Evaluate my product to include successes and adaptations within the process. Evaluate finished product against original design, appearance and quality. Identify improvements made which made the product better. 	<ul style="list-style-type: none"> Consider how I could improve product in the future. Evaluate final product's functionality. 	<ul style="list-style-type: none"> Evaluate my product based on appearance and original design criteria. Compare final product against design and user's views. Evaluate products function and durability, functionality and appearance. 	<ul style="list-style-type: none"> Consider how adaptations throughout the process have enhanced the product. Use constructive feedback to consider further improvements. Consider what further resources or information would be needed to improve product further. Evaluate final product's functionality against quality assurance results. Identify improvements based on quality assurance results. 	

Skills Progression Mapping - Design & Technology

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		FS1			FS2		
Nutrition		<ul style="list-style-type: none"> Try some foods like fruit or vegetables. Understand some foods are healthy for my body. Wash my hands with help before handling food. 			<ul style="list-style-type: none"> Begin to use my senses to describe foods. Try a variety of foods and talk about which ones I like. Notice and talk about some differences between foods, like healthy and unhealthy. Learn to wash my hands independently before handling food to keep them clean. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Nutrition	<ul style="list-style-type: none"> Keep clean hands and surfaces when cooking. Use my senses to describe a range of foods. Explore how textures change throughout the cooking process. 	<ul style="list-style-type: none"> Be hygienic when cooking. Be safe when cooking. Understand that illness and injury can occur if not hygienic and safe when cooking. Understand the terms sweet and savoury when discussing food. Describe properties of ingredients. 	<ul style="list-style-type: none"> Safely use a knife to cut. Understand that foods can be grown for cooking. Consider recipes which include crops which I have grown. 	<ul style="list-style-type: none"> Consider how intolerances can impact safety around food. 	<ul style="list-style-type: none"> Demonstrate I know what to do to be hygienic and safe. 	<ul style="list-style-type: none"> Understand why foods are stored in different ways. 	

Skills Progression Mapping - Design & Technology

		FS1			FS2		
Textiles		<ul style="list-style-type: none"> Touch different fabrics to feel their textures. Use fabric scraps to create simple designs. Use simple tools like child-safe scissors with adult assistance. 			<ul style="list-style-type: none"> Touch and feel different textiles, describing how they feel using simple language. Experiment with simple textiles like fabric scraps to create designs. Begin to understand the concept of joining textiles together, like sewing or pinning. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Textiles	<ul style="list-style-type: none"> Use a template to neatly draw around. Control scissors to cut textiles neatly. Create strong joins in textiles using staples. Position staples for purpose and effect. 	<ul style="list-style-type: none"> Join textiles and additional features using glue. Make textile choices based on information collected. Measure a template and pattern pieces. Cut textiles and templates carefully. 	<ul style="list-style-type: none"> Join textiles using running stitch technique. Select a textile based upon appearance and qualities. Select appropriate tools for sewing. Thread and knot a needle. Use taught joining techniques to add detail. 	<ul style="list-style-type: none"> Join textiles in different ways to add detail. Blanket stitch confidently to make strong joins. Use measurements to avoid mistakes. 	<ul style="list-style-type: none"> Use a sewing machine confidently. Use accurate measurements to create an accurate and useable finished item. 	<ul style="list-style-type: none"> Choose appropriate joining techniques to create strong joins. Use accurate and precise measurements to avoid mistakes. 	

Skills Progression Mapping - Design & Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Mechanisms	<ul style="list-style-type: none"> • Make a model stronger. 	<ul style="list-style-type: none"> • Produce effective joins in moving parts. 	<ul style="list-style-type: none"> • Work accurately to produce a working mechanism. • Construct a model and join a working mechanism. 	<ul style="list-style-type: none"> • Use careful measurements to avoid mistakes. • Combine an electrical circuit into my working product. 	<ul style="list-style-type: none"> • Combine pneumatic systems into my working model. • Accurate measurements to avoid mistakes. 	<ul style="list-style-type: none"> • Choose appropriate joining techniques to create strong joins. • Use accurate and precise measurements to avoid mistakes. • Combine programming into my working model.
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Vocabulary Progression Mapping - Design & Technology
Design & Technology - Foundation

Blidworth & Rainworth Primary School Partnership
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wipe, clean, recipe, stir, mix, spread, sharp, safe, measure, weigh, knead, pour, fridge, oven, freeze, cold, hot, cool, melt, knife, chopping board, rolling pin, spoon, bowl, pan, whisk, together, build, idea, on, under, beside, behind, next to, above, strong, wobble, lean, feel, plan, make, smell, taste					
Design & Technology - Year 1 - Unit 1 Cooking & Nutrition (Gingerbread)					
clean surfaces	senses texture	pictures words	ingredients tools	decorate present	like dislike
Design & Technology - Year 1 - Unit 2 Textiles & Use of Materials (Key Ring - Staples)					
keyring types	textiles smooth	plan ideas	template control	join staples	position compare
Design & Technology - Year 1 - Unit 3 Materials & Mechanisms (Cardboard & Split Pins)					
variety accurately	moving product split pins	prototype joints	resources build	stronger strengthen	model explain
Design & Technology - Year 2 - Unit 1 Cooking & Nutrition (Cakes)					
hygiene safety	sweet savoury	design diagram	prepare mixing	appetising presentation	review improvements
Design & Technology - Year 2 - Unit 2 Textiles & Use of Materials (Stuffed Toy - Glue)					
product features	range materials	communicate design ideas	measure measured template	stuffing felt	compare fabric
Design & Technology - Year 2 - Unit 3 Materials & Mechanisms (Cardboard - Lever & Slider Mechanism)					
starting point mechanism	lever slider	moving part equipment	components assemble	finishing touches purpose	finished product original design
Design & Technology - Year 3 - Unit 1 Cooking & Nutrition (Curry Sauce)					
produce (noun) recipe	seasonal produce research	product requirements step-by-step	pestle & mortar cutting technique	herbs accompaniment	successes adaptations
Design & Technology - Year 3 - Unit 2 Textiles & Mouldable Materials (Bunting - Running Stitch)					
bunting occasion	appearance quality	design brief labelled	threading running stitch	knotting detail	identify evaluate
Design & Technology - Year 3 - Unit 3 Materials & Mechanisms (Wood - gears, pulleys, cams)					
mechanical components	gears pulleys	assembly instructions	hand-drill hacksaw	enhance mechanical issues	evaluation highlight

Vocabulary Progression Mapping - Design & Technology

Design & Technology - Year 4 - Unit 1 Cooking & Nutrition (Pizza Dough & Toppings)

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safe practices food intolerance	dough packaging	adjust flaws	preparation skilfully	decoration dough product	consider design brief
Design & Technology - Year 4 - Unit 2 Textiles & Mouldable Materials (Puppet - Blanket Stitch)					
durable strength	criteria user	account incorporate	blanket stitch	joining technique	purpose appraise
Design & Technology - Year 4 - Unit 3 Materials & Mechanisms (Electrical)					
electrical components	requirements feedback	expertise measurements	incorporate circuit	awareness of audience	functionality initial design
Design & Technology - Year 5 - Unit 1 Cooking & Nutrition (Pastry)					
safety advice hazards	appeal target audience	potential ideas	appropriate tools precision	delectable flavoursome	evaluation process continual
Design & Technology - Year 5 - Unit 2 Textiles & Mouldable Materials (Bag - Machine)					
product criteria specific	user's views alternative ideas	accurate prototype	sewing machine bobbin	foot pedal stitch length	function durability
Design & Technology - Year 5 - Unit 3 Materials & Mechanisms (Pneumatics)					
pneumatic components	generate compressor	circuit valve	pneumatic system construct	fit for purpose	gauge analyse
Design & Technology - Year 6 - Unit 1 Cooking & Nutrition (Two Course Meal)					
best before use by	market research product variations	cultural influence	precise accurate	visually appealing	constructive feedback
Design & Technology - Year 6 - Unit 2 Textiles & Mouldable Materials (Phone Case - Free Choice)					
reuse recycle	refined constraints	seam allowance	adhere free choice	revise refinements	
Design & Technology - Year 6 - Unit 3 Materials & Mechanisms (Computer Programming)					
computer programming	detailed design	hidden joints	incorporate	quality assurance	product performance

Learning Overview - D&T Year 1

Unit 1 - Theme(s) Cooking & Nutrition (Gingerbread)

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LO: To be able to wash hands and surfaces effectively.	LO: To describe the texture of foods.	LO: To create a product design.	LO: To use tools to prepare and combine ingredients.	LO: To decorate or present a biscuit product in interesting ways.	LO: To evaluate a finished product.
<input type="checkbox"/> Watch how to clean hands and surfaces effectively <input type="checkbox"/> Follow instructions how to clean hands and surfaces effectively <input type="checkbox"/> Communicate clean hands and surfaces effectively <input type="checkbox"/> Understand the word hygiene	<input type="checkbox"/> Use senses to explore food products <input type="checkbox"/> Compare the similarities and differences between foods. <input type="checkbox"/> Describe how textures differ between foods. <input type="checkbox"/> Consider how textures change when cooked.	<input type="checkbox"/> Use pictures to show design. <input type="checkbox"/> Add words to enhance the design. <input type="checkbox"/> Communicate individual ideas. <input type="checkbox"/> Use previous experiences to inform design.	<input type="checkbox"/> Name tools correctly. <input type="checkbox"/> Explain what the tools help them do. <input type="checkbox"/> Use the tools correctly to make the product. <input type="checkbox"/> Suggest an alternative tool to use.	<input type="checkbox"/> Decorate/present your product. <input type="checkbox"/> Consider design plan in decoration or presentation. <input type="checkbox"/> Decorate/present food to look appetising. <input type="checkbox"/> Ensure final product is appetising.	<input type="checkbox"/> Discuss finished product. <input type="checkbox"/> Compare product to others. <input type="checkbox"/> Identify the successes in the final product. <input type="checkbox"/> Consider possible improvements.
clean surfaces	senses texture	pictures words	ingredients tools	decorate present	like dislike

Learning Overview - D&T Year 1

Unit 2 - Theme(s) Textiles & Use of Materials (Key Ring - Staples)
(Skills Focus - cutting neatly)

Blidworth & Rainworth Primary School Partnership
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LO: To describe how something works.	LO: To describe how different textiles feel.	LO: To use pictures and words to create a plan of ideas.	LO: To develop construction skills when making a product.	LO: To make a textile product. (joined by staples)	LO: To evaluate a finished product.
<input type="checkbox"/> Look at different examples of the product. <input type="checkbox"/> Compare different styles of a product. <input type="checkbox"/> Know the key features and uses of the product. <input type="checkbox"/> Explain why some designs are better than others.	<input type="checkbox"/> Explore different textiles. <input type="checkbox"/> Discuss the different textures. <input type="checkbox"/> Give clear descriptions for different textiles. <input type="checkbox"/> Consider the suitability of different textiles based on their texture.	<input type="checkbox"/> Think about an idea for a product. <input type="checkbox"/> Use pictures to communicate an idea. <input type="checkbox"/> Use words to communicate a plan. <input type="checkbox"/> Use a diagram to communicate plan.	<input type="checkbox"/> Practice cutting textiles using scissors. <input type="checkbox"/> Use a template to cut around textiles. <input type="checkbox"/> Control the scissors to cut neatly. <input type="checkbox"/> Consistently cut all pattern pieces neatly.	<input type="checkbox"/> Use staples to join textiles together. <input type="checkbox"/> Position staples to create strong joins. <input type="checkbox"/> Position staples for purpose and appearance. <input type="checkbox"/> Make choices which enhance the appearance and quality of product	<input type="checkbox"/> Talk about finished product. <input type="checkbox"/> Compare product against design. <input type="checkbox"/> Explain what they did. <input type="checkbox"/> Compare own product to that of peers.
keyring types	textiles smooth	plan ideas	template control	join staples	position compare

Learning Overview - D&T Year 1

Unit 3 - Theme(s) Mechanisms & Construction (Cardboard & Split Pins) (Skills Focus - Cutting neatly)

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LO: To cut a variety of materials accurately.	LO: To talk to others about how you are going to construct your model as part of a plan.	LO: To make a simple prototype.	LO: To select appropriate resources to build model.	LO: To make model stronger.	LO: To talk about their own work and others.
<input type="checkbox"/> Hold the scissors efficiently. <input type="checkbox"/> Cut a variety of materials <input type="checkbox"/> Cut a variety of materials accurately <input type="checkbox"/> Cut a recognisable shape without a template.	<input type="checkbox"/> Explore a moving product which uses split pins <input type="checkbox"/> Discuss how the model is joined and moves. <input type="checkbox"/> Communicate your ideas by planning using pictures and words. <input type="checkbox"/> Consider difficulties that may occur.	<input type="checkbox"/> Explain what they are making. <input type="checkbox"/> Practice using tools and equipment to cut the materials. <input type="checkbox"/> Practice joining to make moving parts. <input type="checkbox"/> Identify improvements needed for the final model.	<input type="checkbox"/> Use tools and resources safely. <input type="checkbox"/> Use tools and resources purposefully. <input type="checkbox"/> Select appropriate resources to build a product that moves. <input type="checkbox"/> Finish product to a high standard.	<input type="checkbox"/> Explore methods of strengthening products. <input type="checkbox"/> Identify ways to make own model stronger. <input type="checkbox"/> Use a method to increase the strength of the model. <input type="checkbox"/> Use own methods of strengthening.	<input type="checkbox"/> Compare product against design. <input type="checkbox"/> Explain what they did. <input type="checkbox"/> Compare own model to peers. <input type="checkbox"/> Suggest improvements to the structure or composition of the model.
variety accurately	moving product split pins	prototype joints	resources build	stronger strengthen	model explain

Learning Overview - D&T Year 2

Unit 1 - Theme(s) Cakes

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LO: To understand the need to do to be hygienic and safe.	LO: To describe properties of ingredients	LO: To create a product design including diagrams.	LO: To combine ingredients in different ways.	LO: To decorate or present a cake product in interesting ways.	LO: To evaluate a finished product.
<p><input type="checkbox"/> Discuss the meaning of hygiene and safety</p> <p><input type="checkbox"/> Know ways to be hygienic and safe when cooking.</p> <p><input type="checkbox"/> Understand illness and injury is a risk when cooking.</p> <p><input type="checkbox"/> Explain how these practices ensure safety.</p>	<p><input type="checkbox"/> Discuss sweet and savoury foods.</p> <p><input type="checkbox"/> Understand the difference between sweet and savoury</p> <p><input type="checkbox"/> Show why a chosen ingredient is appropriate for our product.</p> <p><input type="checkbox"/> Consider alternative ingredients.</p>	<p><input type="checkbox"/> Use pictures and words clearly in your design.</p> <p><input type="checkbox"/> Identify tools and materials clearly on the design.</p> <p><input type="checkbox"/> Use labelled diagrams to communicate plans.</p> <p><input type="checkbox"/> Anticipate potential design flaws.</p>	<p><input type="checkbox"/> Observe how to combine a variety of ingredients.</p> <p><input type="checkbox"/> Select appropriate tool for combining (inc. hands).</p> <p><input type="checkbox"/> Use tools to combine a range of ingredients.</p> <p><input type="checkbox"/> Identify when a tool is unsuccessful and explain why.</p>	<p><input type="checkbox"/> Decorate/present your product.</p> <p><input type="checkbox"/> Consider design plan in decoration or presentation.</p> <p><input type="checkbox"/> Decorate/present food to look appetising.</p> <p><input type="checkbox"/> Ensure final product is appetising.</p>	<p><input type="checkbox"/> Review finished product.</p> <p><input type="checkbox"/> Identify what went well with the product.</p> <p><input type="checkbox"/> Explain what could be improved</p> <p><input type="checkbox"/> Identify a change from design that improved the finished product.</p>
hygiene safety	sweet savoury	design diagram	prepare mixing	appetising presentation	review improvements

Learning Overview - D&T Year 2

Unit 2 - Theme(s) Textiles & Use of Materials (Stuffed Toy- Glue)

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LO: To explore a design product.	LO: To investigate a range of materials and their effectiveness.	LO: To use diagrams and sentences to design a product.	LO: To measure and cut textiles carefully.	LO: To make your textile product	LO: To evaluate a finished product.
<p><input type="checkbox"/> Look at examples of the product.</p> <p><input type="checkbox"/> Discuss different features of the product.</p> <p><input type="checkbox"/> Consider why different features are used.</p> <p><input type="checkbox"/> Consider how the feature appeal to different audiences.</p>	<p><input type="checkbox"/> Practise joining textiles and addition features using glue.</p> <p><input type="checkbox"/> Compare how effective the joins are.</p> <p><input type="checkbox"/> Make appropriate textile and feature choices</p> <p><input type="checkbox"/> Explain why they would choose a certain textile or feature.</p>	<p><input type="checkbox"/> Think of a design idea.</p> <p><input type="checkbox"/> Choose tools and materials needed for the design.</p> <p><input type="checkbox"/> Use diagrams and sentences to communicate design ideas.</p> <p><input type="checkbox"/> Ensure design plan is realistic.</p>	<p><input type="checkbox"/> To practise measuring a template.</p> <p><input type="checkbox"/> Practise using measured template to cut textiles.</p> <p><input type="checkbox"/> To measure and cut textiles carefully ready for final product.</p> <p><input type="checkbox"/> To measure and cut textiles with accuracy ready for final product.</p>	<p><input type="checkbox"/> Use glue to join textiles together.</p> <p><input type="checkbox"/> Use glue to create strong joined edges.</p> <p><input type="checkbox"/> Use glue to carefully add detail to the product.</p> <p><input type="checkbox"/> Make choices which enhance the appearance and quality of product.</p>	<p><input type="checkbox"/> Compare final product to design.</p> <p><input type="checkbox"/> Explain what went well.</p> <p><input type="checkbox"/> Explain what could be improved.</p> <p><input type="checkbox"/> Explain something they changed from their design which made product better.</p>
product features	range materials	communicate design ideas	measure measured template	stuffing felt	compare fabric

Learning Overview - D&T Year 2

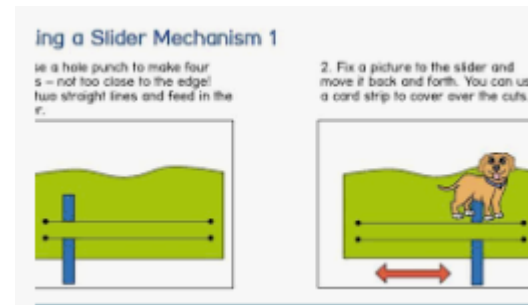
Unit 3 - Theme(s) Mechanisms & Construction (Levels & Sliders - Cardboard)

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LO: To develop their own ideas from initial starting points.	LO: To describe their design using diagrams and words.	LO: To join materials to part of a moving prototype.	LO: To join resources together in different ways to make a moving product.	LO: To add to the finished quality of their product.	LO: To consider how to improve their design.
<p>[] Explore examples of levers and sliders.</p> <p>[] Consider how the mechanisms work.</p> <p>[] Identify features of other products that they would include in own design.</p> <p>[] Use personal experiences to inform starting points.</p>	<p>[] communicate design ideas.</p> <p>[] Consider design features explored previously.</p> <p>[] Use diagrams and words to communicate design product.</p> <p>[] Create realistic and accurate design.</p>	<p>[] Practice using tools and equipment to cut the materials.</p> <p>[] Practice joining to make moving parts.</p> <p>[] Identify improvements needed for the final model.</p> <p>[] Independently overcome design faults.</p>	<p>[] Join components together to make a moving mechanism.</p> <p>[] Measure and cut parts carefully for assembly.</p> <p>[] Produce effective joins in a variety of ways</p> <p>[] Independently adapt design to overcome difficulties.</p>	<p>[] Add finishing touches to enhance the final product.</p> <p>[] Consider purpose of product when adding finishing touches.</p> <p>[] Consider quality of finishing touches.</p> <p>[] Finish product to a high standard.</p>	<p>[] Compare finished product to design.</p> <p>[] Highlight how design and finished product differ.</p> <p>[] Consider future improvements to original design.</p> <p>[] Give rational for changes that were made during the process.</p>
starting point mechanism	lever slider	moving part equipment	components assemble	finishing touches purpose	finished product original design

<https://www.twinkl.co.uk/search?q=levers+and+sliders&c=244&ca=22&ct=ks1&r=teacher&fa=2.3>

<https://www.stem.org.uk/resources/community/collection/11397/ks1-dt>



Learning Overview - D&T Year 3

Unit 1 - Theme(s) Cooking & Nutrition (Curry Sauce)

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Design & Technology Subject Pathway 2025-2026

<p>LO: To know we can grow our own foods to use in cooking.</p>	<p>LO: To select appropriate ingredients for a recipe</p>	<p>LO: To design a product which meets requirements.</p>	<p>LO: To use a knife to cut safely.</p>	<p>LO: To decorate or present a curry sauce product in interesting ways.</p>	<p>LO: To evaluate a finished product.</p>
<p><input type="checkbox"/> Discuss how different foods are grown. <input type="checkbox"/> Experience planting a food product. <input type="checkbox"/> Research possible recipes for the produce. <input type="checkbox"/> Consider how temperature and seasons effect the growth of food.</p>	<p><input type="checkbox"/> Name a range of ingredients. <input type="checkbox"/> Research ingredient used in similar products. <input type="checkbox"/> Choose appropriate ingredients for own product <input type="checkbox"/> Explain how ingredient choices would enhance the product.</p>	<p><input type="checkbox"/> Review product requirements. <input type="checkbox"/> Produce step by step design process. <input type="checkbox"/> Show clearly how product meets requirements. <input type="checkbox"/> Anticipate potential design flaws and solutions.</p>	<p><input type="checkbox"/> Observe how to use knives safely for different reasons. <input type="checkbox"/> Use a knife to prepare food. <input type="checkbox"/> Understand the need to use knives safely. <input type="checkbox"/> Use a competent cutting technique.</p>	<p><input type="checkbox"/> Decorate/present your product. <input type="checkbox"/> Consider design plan in decoration or presentation. <input type="checkbox"/> Decorate/present food to look appetising. <input type="checkbox"/> Ensure final product is appetising.</p>	<p><input type="checkbox"/> Identify the successes in the finished product. <input type="checkbox"/> Know what improvements could be made. <input type="checkbox"/> Explain what adaptations were made from the design process which improved the finished product <input type="checkbox"/> Consider what ingredient could be added or changed to improve the taste of your product.</p>
<p>produce (noun) recipe</p>	<p>seasonal produce research</p>	<p>product requirements step-by-step</p>	<p>pestle and mortar cutting technique</p>	<p>herbs accompaniment</p>	<p>successes adaptations</p>

Learning Overview - D&T Year 3

Unit 2 - Theme(s) Textiles & Mouldable Materials (Bunting - Running Stitch)

LO: To explore design features of a product.	LO: To investigate textiles based on appearance and quality.	LO: To produce a step by step design plan.	LO: To practise using equipment and tools accurately to produce a running stitch.	LO: To make your textile product.	LO: To evaluate a finished product.
<p><input type="checkbox"/> Look at examples of the product.</p> <p><input type="checkbox"/> Discuss different features of the product.</p> <p><input type="checkbox"/> Consider why different features are used.</p> <p><input type="checkbox"/> Consider how the feature appeal to different audiences.</p>	<p><input type="checkbox"/> Identify different materials.</p> <p><input type="checkbox"/> Identify the purpose of different materials.</p> <p><input type="checkbox"/> Choose textiles based on appearance and quality.</p> <p><input type="checkbox"/> Consider the textile's suitability for sewing.</p>	<p><input type="checkbox"/> Ensure design idea meets design brief.</p> <p><input type="checkbox"/> Describe a design using accurately labelled sketches and words.</p> <p><input type="checkbox"/> Create a realistic plan which includes order, equipment and tools.</p> <p><input type="checkbox"/> Consider quality of product in design.</p>	<p><input type="checkbox"/> Select appropriate tools needed.</p> <p><input type="checkbox"/> Practise threading and knotting.</p> <p><input type="checkbox"/> To practise using tools accurately to produce running stitch.</p> <p><input type="checkbox"/> To support others.</p>	<p><input type="checkbox"/> Use running stitch to join textiles together.</p> <p><input type="checkbox"/> Use running stitch to create strong joined edges.</p> <p><input type="checkbox"/> Join textiles in different ways to carefully add detail to the product.</p> <p><input type="checkbox"/> Make choices which enhance the appearance and quality of product.</p>	<p><input type="checkbox"/> Compare final product to design.</p> <p><input type="checkbox"/> Evaluate designs appearance and quality.</p> <p><input type="checkbox"/> Identify a change from their design which made product better.</p> <p><input type="checkbox"/> Consider how to improve product in the future.</p>
bunting occasion	appearance quality	design brief labelled	threading running stitch	knotting detail	identify evaluate

Learning Overview - D&T Year 3

Unit 3 - Theme (s) cam mechanism (wood)

Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

LO: To use experience of products which use mechanical components to inform own designs.	LO: To Produce a step by step plan that meets and a range of design requirements.	LO: To work accurately making cuts and holes for the mechanism.	LO: To select most appropriate tools to construct a model and use finishing techniques.	LO: To explain what they changed to make their product even better.
<input type="checkbox"/> Explore products with mechanical components. <input type="checkbox"/> Consider how mechanical components work. <input type="checkbox"/> Communicate what they now know about products with mechanical components. <input type="checkbox"/> Include previous experiences of mechanical components.	<input type="checkbox"/> Explore given design requirements <input type="checkbox"/> Make design choices based on experience and requirements. <input type="checkbox"/> Communicate step by step plan. <input type="checkbox"/> Consider potential flaws within the design.	<input type="checkbox"/> Follow assembly instructions. <input type="checkbox"/> Use tools and equipment correctly. <input type="checkbox"/> Make accurate cuts and holes using the equipment. <input type="checkbox"/> Support others to perform tasks.	<input type="checkbox"/> Construct a model according to own design. <input type="checkbox"/> Choose tools and techniques appropriately for model. <input type="checkbox"/> Join model and mechanism effectively. <input type="checkbox"/> Consider quality of finishing touches when adding. <input type="checkbox"/> Ensure model is assembled securely and to a high standard.	<input type="checkbox"/> Compare the design against finished product. <input type="checkbox"/> Highlight how design and finished product differ. <input type="checkbox"/> Highlight improvements made between design and finished product. <input type="checkbox"/> Evaluate against design requirements.
mechanical components	cams follower slider	assembly instructions	hand-drill hacksaw enhance mechanical issues	evaluation highlight

<https://www.twinkl.co.uk/search?q=cams&c=244&ca=22&ct=ks1&r=teacher&fa=2.3>
<https://www.stem.org.uk/resources/community/collection/466480/ks2-mechanical-systems>



Learning Overview - D&T Year 4

Unit 1 - Theme(s) Cooking & Nutrition (Pizza Dough & Toppings)




Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

To know what to do to be hygienic and safe.	To investigate packaging and decoration.	To design a product and packaging taking account the views of others.	To prepare food using a range of tools and equipment.	To decorate or present a dough product in interesting ways.	To evaluate a finished product.
<input type="checkbox"/> Identify hygienic and safe practices <input type="checkbox"/> Know a range of strategies to be hygienic and safe. <input type="checkbox"/> Consider how food intolerances can impact safety. <input type="checkbox"/> Show understand of why it is important to be hygienic and safe	<input type="checkbox"/> Discuss the importance of decoration and packaging. <input type="checkbox"/> Explore different examples of decoration and packaging. <input type="checkbox"/> Evaluate decoration and packaging of similar products. <input type="checkbox"/> Explain how the packaging and decoration appeals to different audiences.	<input type="checkbox"/> Produce a clear plan for product and packaging. <input type="checkbox"/> Share design with others. <input type="checkbox"/> Adjust design to take account the ideas of others. <input type="checkbox"/> Anticipate potential design flaws within the making process.	<input type="checkbox"/> Choose appropriate tools to prepare food. <input type="checkbox"/> Use a range of tools and equipment appropriately and safely <input type="checkbox"/> Use a range of tools and equipment skilfully. <input type="checkbox"/> Use a range of tools expertly.	<input type="checkbox"/> Decorate/present your product. <input type="checkbox"/> Consider design plan in decoration or presentation. <input type="checkbox"/> Decorate/present food to look appetising. <input type="checkbox"/> Ensure final product is appetising.	<input type="checkbox"/> Consider what went well and not so well in the design process. <input type="checkbox"/> Compare product against design to evaluate success <input type="checkbox"/> Evaluate the appearance and taste of product. <input type="checkbox"/> Consider how to improve product further
safe practices food intolerance	dough packaging	adjust flaws	preparation skilfully	decoration dough product	consider design brief

Learning Overview - D&T Year 4

Unit 2 - Theme(s) Textiles & Mouldable Materials (Puppet - Blanket Stitch)

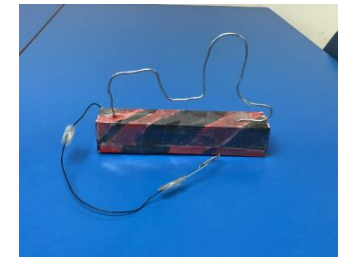
Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

To explore design features of a product and how they are made strong.	To investigate textiles by thinking what the user would want.	To produce a range of differing designs which take account other's ideas.	To practise creating a blanket stitch using equipment and tools with some expertise.	To make your textile product.	To evaluate a finished product.
<p><input type="checkbox"/> Look at a range of products</p> <p><input type="checkbox"/> Consider design features that are specific to the product.</p> <p><input type="checkbox"/> Consider features which make them more durable for use.</p> <p><input type="checkbox"/> Advise ways to make product stronger.</p>	<p><input type="checkbox"/> Consider the product criteria.</p> <p><input type="checkbox"/> Evaluate the different textiles according to the criteria</p> <p><input type="checkbox"/> Choose textiles to meet the product criteria.</p> <p><input type="checkbox"/> Justify a change to the product criteria to the user.</p>	<p><input type="checkbox"/> Produce a range of appropriate designs which take account of other's ideas.</p> <p><input type="checkbox"/> Gather opinion and views of others.</p> <p><input type="checkbox"/> Produce a final design which incorporates the strengths from all ideas.</p> <p><input type="checkbox"/> Justify decisions made in the final design.</p>	<p><input type="checkbox"/> Thread and knot a needle.</p> <p><input type="checkbox"/> Understand the blanket stitch technique.</p> <p><input type="checkbox"/> Blanket stitch confidently.</p> <p><input type="checkbox"/> To support others.</p>	<p><input type="checkbox"/> Use blanket stitch to join textiles together.</p> <p><input type="checkbox"/> Use blanket stitch to create strong joined edges.</p> <p><input type="checkbox"/> Join textiles in different ways to carefully add detail to the product.</p> <p><input type="checkbox"/> Make choices which enhance the appearance and quality of product.</p>	<p><input type="checkbox"/> Compare final product to design.</p> <p><input type="checkbox"/> Evaluate designs appearance and purpose.</p> <p><input type="checkbox"/> Consider how to improve product in the future.</p> <p><input type="checkbox"/> Produce a set criteria for a successful product.</p>
durable strength	criteria user	account incorporate	blanket stitch	joining technique	purpose appraise
					

Learning Overview - D&T Year 4

Unit 3 - Theme(s) Electrical & Stiff & Flexible Materials (Switches, Bulbs, Buzzers and Motors)

LO: To use experience of products which use electrical components to inform own designs.	LO: To take into account the ideas of others when designing.	LO: To have a good level of expertise when using a range of tools and equipment.	LO: To incorporate electrical circuits within their product.	LO: To use finishing techniques showing an awareness of audience. .	LO: To evaluate product in terms of appearance and the way it works.
<p><input type="checkbox"/> To explore products with electrical components.</p> <p><input type="checkbox"/> Consider how electrical components work.</p> <p><input type="checkbox"/> Communicate what they now know about products with electrical components.</p> <p><input type="checkbox"/> Include previous experiences of electrical components.</p>	<p><input type="checkbox"/> Consider design requirements</p> <p><input type="checkbox"/> Share ideas with others.</p> <p><input type="checkbox"/> Adapt own designs in light of feedback given.</p> <p><input type="checkbox"/> Predict audience opinion of design.</p>	<p><input type="checkbox"/> Use a range of tools and equipment with purpose.</p> <p><input type="checkbox"/> Make careful measurements to avoid mistakes.</p> <p><input type="checkbox"/> Use a range of tools and equipment with a good level of expertise.</p> <p><input type="checkbox"/> Persevere independently through the making process.</p>	<p><input type="checkbox"/> Construct a working circuit.</p> <p><input type="checkbox"/> Ensure circuit is secure and fit for purpose.</p> <p><input type="checkbox"/> Combine electrical components and model into a working product.</p> <p><input type="checkbox"/> Consider how a different circuit could improve their product.</p>	<p><input type="checkbox"/> Add finishing touches to enhance the final product.</p> <p><input type="checkbox"/> Consider impact of finishing touches on function.</p> <p><input type="checkbox"/> Add finishing touches that show awareness of audience.</p> <p><input type="checkbox"/> Finish product to a high standard.</p>	<p><input type="checkbox"/> Compare finished product to initial design.</p> <p><input type="checkbox"/> Evaluate how product appearance appeals to audience.</p> <p><input type="checkbox"/> Evaluate functionality of finished product.</p> <p><input type="checkbox"/> Consider further information or materials needed to improve future products.</p>
electrical components	requirements feedback	expertise measurements	incorporate circuit	awareness of audience	functionality initial design



Blidworth & Rainworth Primary School Partnership
 Design & Technology Subject Pathway 2025-2026
 Unit 1 - Theme(s) Cooking & Nutrition (Pastry)

To know what to do to be hygienic and safe.	To explore how products appeal to audiences.	To design a product for target audience.	To prepare food using a range of tools and equipment.	To present a pastry product to appeal to others.	To evaluate a finished product.
<p><input type="checkbox"/> Recall strategies of being hygienic and safe when cooking</p> <p><input type="checkbox"/> Understand reasons to follow good hygiene and safety advice.</p> <p><input type="checkbox"/> Explain reasons to follow good hygiene and safety advice.</p> <p><input type="checkbox"/> Consider hygiene and safety hazards in different environments.</p>	<p><input type="checkbox"/> Collect different examples of a product.</p> <p><input type="checkbox"/> Decide on a target audience and their needs.</p> <p><input type="checkbox"/> Consider how to make a product appeal to the target audience.</p> <p><input type="checkbox"/> Consider the importance of produce appeal.</p>	<p><input type="checkbox"/> Communicate at least 3 potential basic design ideas.</p> <p><input type="checkbox"/> Share ideas with others to gain feedback.</p> <p><input type="checkbox"/> Produce step by step plan for final design</p> <p><input type="checkbox"/> Anticipate feedback of target audience.</p>	<p><input type="checkbox"/> Choose appropriate tools to prepare food.</p> <p><input type="checkbox"/> Use a range of tools and equipment appropriately and safely</p> <p><input type="checkbox"/> Use a range of tools and equipment expertly.</p> <p><input type="checkbox"/> Use a range of tools precisely.</p>	<p><input type="checkbox"/> Decorate/present your product.</p> <p><input type="checkbox"/> Consider design plan in decoration or presentation.</p> <p><input type="checkbox"/> Decorate/present food to look appetising.</p> <p><input type="checkbox"/> Ensure final product is appetising.</p>	<p><input type="checkbox"/> Consider success and non-successes.</p> <p><input type="checkbox"/> Consider how design can be changed or improved.</p> <p><input type="checkbox"/> Evaluate choices made about the appearance and original criteria.</p> <p><input type="checkbox"/> Consider how the evaluation process is continual and can inform future projects.</p>
safety advice hazards	appeal target audience	potential ideas	appropriate tools precision	delectable flavoursome	evaluation process continual

Learning Overview - D&T Year 5

Unit 2 - Theme(s) Textiles & Mouldable Materials (Bag - Machine Stitching)

LO: To investigate how a product appeals to an audience.	LO: To produce a detailed plan that suggests alternative ideas and evaluate points for each.	LO: To produce a prototype template.	LO: To practise using a sewing machine expertly.	LO: To make a textile product	LO: To evaluate a finished product.
<p><input type="checkbox"/> Look at a range of products.</p> <p><input type="checkbox"/> Consider how products are produced for different purposes.</p> <p><input type="checkbox"/> Produce product criteria for a specific audience.</p> <p><input type="checkbox"/> Justify produce criteria.</p>	<p><input type="checkbox"/> Design a range of effective ideas based on collected information and user's views.</p> <p><input type="checkbox"/> Suggest alternative design ideas and evaluate.</p> <p><input type="checkbox"/> Create a detailed step by step plan which includes how to create you product.</p> <p><input type="checkbox"/> Justify choices made</p>	<p><input type="checkbox"/> Use design plan to inform prototype.</p> <p><input type="checkbox"/> Use careful measurements to create a template.</p> <p><input type="checkbox"/> Produce an accurate prototype of the product.</p> <p><input type="checkbox"/> Evaluate prototype for potential flaws</p>	<p><input type="checkbox"/> Follow instructions on how to use a sewing machine safely.</p> <p><input type="checkbox"/> Practise using a sewing machine.</p> <p><input type="checkbox"/> Use equipment and tools confidently</p> <p><input type="checkbox"/> Consider when not to use a sewing machine in a design.</p>	<p><input type="checkbox"/> Use a sewing machine to join textiles together.</p> <p><input type="checkbox"/> Use a sewing machine to create strong joins where needed.</p> <p><input type="checkbox"/> Use a range of joining techniques to add detail to the product.</p> <p><input type="checkbox"/> Make choices which enhance the appearance and quality of product.</p>	<p><input type="checkbox"/> Compare final product against design and user's views.</p> <p><input type="checkbox"/> Evaluate the product's appearance and purpose against the criteria.</p> <p><input type="checkbox"/> Evaluate products function and durability.</p> <p><input type="checkbox"/> Consider ways to test the effectiveness of their product.</p>
product criteria specific	user's views alternative ideas	accurate prototype	sewing machine bobbin	foot pedal stitch length	function durability

Learning Overview - D&T Year 5

Unit 3 - Theme(s) Electrical & Stiff & Flexible Materials (Pneumatics)

LO: To use experience of products which use pneumatics components to inform own designs.	LO: To suggest alternative plans and evaluate each one.	LO: To use a range of tools and equipment expertly.	LO: To incorporate pneumatic components into a product.	LO: To use finishing techniques to appeal to target audience.	LO: To evaluate the appearance and function against original criteria.
<input type="checkbox"/> Explore products with pneumatic components. <input type="checkbox"/> Consider how pneumatic components work. <input type="checkbox"/> Communicate what they now know about products with pneumatic components. <input type="checkbox"/> Include previous experiences of pneumatic components.	<input type="checkbox"/> Consider design requirements of target audience. <input type="checkbox"/> Produce several design ideas. <input type="checkbox"/> Evaluate different design ideas to generate final plan. <input type="checkbox"/> Research existing product and design plans and use within own design.	<input type="checkbox"/> Use a range tools and equipment with purpose. <input type="checkbox"/> Make accurate and precise measurements to avoid mistakes. <input type="checkbox"/> Use a range of tools and equipment expertly. <input type="checkbox"/> Independently adapt ways of working to ensure success.	<input type="checkbox"/> Construct a working pneumatic system. <input type="checkbox"/> Ensure pneumatic system is secure and fit for purpose. <input type="checkbox"/> Combine pneumatic system and model into a working product. <input type="checkbox"/> Consider how a different pneumatic system could improve their product.	<input type="checkbox"/> Add finishing touches to enhance the final product. <input type="checkbox"/> Ensure product stays strong and fit for purpose <input type="checkbox"/> Add finishing touches that show awareness of target audience. <input type="checkbox"/> Finish product to a high standard.	<input type="checkbox"/> Compare finished product to initial design. <input type="checkbox"/> Evaluate appearance against design criteria <input type="checkbox"/> Evaluate functionality against design criteria. <input type="checkbox"/> Justify final product in relation to target audience.
pneumatic components	generate compressor	circuit valve	pneumatic system construct	fit for purpose	gauge analyse

Learning Overview - D&T Year 6

Unit 1 - Theme (s) Cooking & Nutrition (1 dish of own choice using skills from previous years)

To understand and explain the importance of food storage.	To use a range of information, including market research, to inform my design.	To produce a design that fulfils a set criteria and is informed by market research and cultural awareness of audience.	To prepare food using a range of tools and equipment.	To produce a meal which is visually appealing and flavourful.	To evaluate a finished product.
<p><input type="checkbox"/> Consider different ways foods are packaged and stored.</p> <p><input type="checkbox"/> Understand why products are stored in different ways</p> <p><input type="checkbox"/> Give reasons why products should be stored in a particular way.</p> <p><input type="checkbox"/> Consider the importance of use by and best before dates.</p>	<p><input type="checkbox"/> Identify potential product variations</p> <p><input type="checkbox"/> Survey audience to gather feedback.</p> <p><input type="checkbox"/> Communicate findings</p> <p><input type="checkbox"/> Consider whether market research technique was effective.</p>	<p><input type="checkbox"/> Communicate at least 3 potential basic design ideas that fulfil an agreed criteria.</p> <p><input type="checkbox"/> Market research is evident within a clearly presented final plan.</p> <p><input type="checkbox"/> Review design to ensure it meets nutritional needs and reflects cultural influences.</p> <p><input type="checkbox"/> Drawing on their own research and experience to justify plan.</p>	<p><input type="checkbox"/> Choose appropriate tools to prepare food.</p> <p><input type="checkbox"/> Use a range of tools and equipment appropriately and safely</p> <p><input type="checkbox"/> Use a range of tools and equipment precisely and accurately.</p> <p><input type="checkbox"/> Evaluate effectiveness of tools for purpose.</p>	<p><input type="checkbox"/> Decorate/present your product.</p> <p><input type="checkbox"/> Consider design plan in decoration or presentation.</p> <p><input type="checkbox"/> Decorate/present food to look appetising.</p> <p><input type="checkbox"/> Ensure final product is appetising.</p>	<p><input type="checkbox"/> Review product based on design criteria</p> <p><input type="checkbox"/> Consider what changes were made during the design process which improved the product.</p> <p><input type="checkbox"/> Use constructive feedback to communicate how the product could be improved.</p> <p><input type="checkbox"/> Consider what further information would be needed to improve the product further.</p>
best before use by	market research product variations	cultural influence nutrition	precise accurate	visually appealing	constructive feedback

Learning Overview - D&T Year 6

Unit 2 - Theme (s) Textiles & Mouldable Materials (Phone Case - Free choice of stitching including Sewing Machine).

Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

LO: To use market research to investigate products that takes into account cultural awareness of audience.	LO: To produce a design within product constraints.	LO: To use a prototype to consider what would improve their product.	LO: To make a textile product.	To evaluate a finished product.
<input type="checkbox"/> Explore a range of products to identify variations. <input type="checkbox"/> Produce a set of research criteria that considers culture of the target audience. <input type="checkbox"/> Conduct market research to collect information <input type="checkbox"/> Conduct wider market research in the community.	<input type="checkbox"/> Analyse market research and design criteria. <input type="checkbox"/> Produce a refined design plan that follows constraints in design criteria. <input type="checkbox"/> Justify design decisions. <input type="checkbox"/> Consider any potential design flaws and adjust design plan appropriately.	<input type="checkbox"/> Use design plan to inform prototype. <input type="checkbox"/> Use careful measurements to produce an accurate prototype. <input type="checkbox"/> Use prototype to make improvements to design. <input type="checkbox"/> Gain feedback other to inform changes to prototype.	<input type="checkbox"/> Use choice of joining method to adhere textiles. <input type="checkbox"/> Use choice of joining technique to create strong joins where needed. <input type="checkbox"/> Use a choice of tools and materials precisely to add detail to the product. <input type="checkbox"/> Make choices which enhance the appearance and quality of product.	<input type="checkbox"/> Consider whether product meets all criteria <input type="checkbox"/> Consider whether different resources would improve their product. <input type="checkbox"/> Consider what further information would be needed to make the product better. <input type="checkbox"/> Gain the views of others in the evaluation process.
reuse recycle	refined constraints	seam allowance	adhere free choice	revise refinements

Learning Overview - D&T Year 6

Unit 3 - Theme (s) Electrical & Stiff & Flexible Materials (Programming)

Blidworth & Rainworth Primary School Partnership
Design & Technology Subject Pathway 2025-2026

LO: To use experience of products which use computer programming to operate.	LO: To use a range of information to inform their design.	LO: To use tools and materials precisely.	LO: To incorporate computer programming within their product.	LO: To ensure finished product meets the design criteria through quality assurance.	LO: To evaluate final product after a range quality assurance tests.
<p>[] To explore products which incorporate computer programming</p> <p>[] Consider how computer programming works.</p> <p>[] Communicate what they now know about products which incorporate computer programming.</p> <p>[] Include previous experiences of computer programming in design ideas.</p>	<p>[] Consider design requirements</p> <p>[] Communicate how a range of information has informed the design.</p> <p>[] Produce a detailed design.</p> <p>[] Work within design constraints.</p>	<p>[] Make accurate and precise measurements to avoid mistakes.</p> <p>[] Hide joints to improve the look of product.</p> <p>[] Use a range of tools and equipment precisely.</p> <p>[] Justify why chosen tools and materials were best for the task.</p>	<p>[] Construct a working programme.</p> <p>[] Ensure programme is tested and fit for purpose.</p> <p>[] Combine programme and model into a working product.</p> <p>[] Consider how a different programme could improve their product.</p>	<p>[] Revisit design criteria</p> <p>[] Conduct tests focussed on the quality of the model.</p> <p>[] Conduct tests around success of the programme.</p> <p>[] Quality assurance indicates high quality product.</p>	<p>[] Compare finished product to initial design.</p> <p>[] Explain product performance at quality assurance.</p> <p>[] Communicate improvements that would be made following quality assurance.</p> <p>[] Consider adaptations that would be necessary for manufacture.</p>
computer programming	detailed design	hidden joints	incorporate	quality assurance	product performance

<https://teachcomputing.org/curriculum/key-stage-2>

<https://microbit.org/>

6	6	Programming B – Sensing	1	To create a program to run on a controllable device	<ul style="list-style-type: none"> - I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device
6	6	Programming B – Sensing	2	To explain that selection can control the flow of a program	<ul style="list-style-type: none"> - I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program
6	6	Programming B – Sensing	3	To update a variable with a user input	<ul style="list-style-type: none"> - I can experiment with different physical inputs - I can explain that if you read a variable, the value remains - I can use a condition to change a variable - I can explain the importance of the order of conditions in else, if statements
6	6	Programming B – Sensing	4	To use an conditional statement to compare a variable to a value	<ul style="list-style-type: none"> - I can modify a program to achieve a different outcome - I can use an operand (e.g. <math><=></math>) in an if, then statement
6	6	Programming B – Sensing	5	To design a project that uses inputs and outputs on a controllable device	<ul style="list-style-type: none"> - I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project
6	6	Programming B – Sensing	6	To develop a program to use inputs and outputs on a controllable device	<ul style="list-style-type: none"> - I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs