	Moving Mini-Beasts	Homes	Fruit Kebabs	Wacky Windmills	Animal Puppets	Seaside Snacks
When designing and making, pupils should be taught to:						
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						
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						
Evaluate						
▪ explore and evaluate a range of existing products						
▪ evaluate their ideas and products against design criteria						
Technical knowledge						
▪ build structures, exploring how they can be made stronger, stiffer and more stable						
▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.						
Cooking and nutrition						
Pupils should be taught to:						
▪ use the basic principles of a healthy and varied diet to prepare dishes						
▪ understand where food comes from.						

	Sandwich Snacks	Packaging	British Inventors	Light up signs	Story Books	American Food	Bread	Catapults	Chinese Inventions	Shelters	Great British Dishes	Slippers
When designing and making, pupils should be taught to:												
Design												
▪ 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, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design												
Make												
▪ 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												
Evaluate												
▪ investigate and analyse a range of existing products												
▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work												
▪ understand how key events and individuals in design and technology have helped shape the world												
Technical knowledge												
▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures												
▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]												
▪ 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.												
Cooking and nutrition												
Pupils should be taught to:												
▪ 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.												