
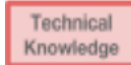


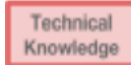
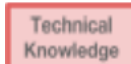

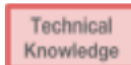


| Design and Technology National Curriculum Expectations KS2 | | | | | |
|---|-----------------|--|--|---|--|
| | D&T Strands | Kapow Topics | | | |
| Pupils should be taught to: | | Y3 | Y4 | Y5 | Y6 |
| Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | Design | Eating Seasonally Pneumatic Toys Castles Static Electricity | Torches Pavilions Adapting a Recipe Slingshot car | Bridges What Could Be Healthier? Stuffed Toys Pop Up Books | Come Dine With Me Waistcoats Steady Hand Game Automata toys |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | Design | Pneumatic Toys Castles Static Electricity | Torches Pavilions Slingshot car | Bridges What Could Be Healthier? Stuffed Toys Pop Up Books | Automata Toys Waistcoats Steady Hand Game Automata toys |
| Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | Make | Pneumatic Toys Castles Static Electricity | Pavilions Torches Slingshot car | Bridges Stuffed toys Pop Up Books | Waistcoats Steady Hand Game Automata toys |
| 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 | Make | Eating Seasonally Pneumatic Toys Castles Static Electricity | Pavilions Adapting a Recipe Torches Slingshot car | Bridges What Could Be Healthier? Stuffed Toys Pop Up Books | Come Dine With Me Waistcoats Steady Hand Game Automata toys |
| Investigate and analyse a range of existing products | Evaluate | Pneumatic Toys Castles Static Electricity | Pavilions Adapting a Recipe Torches | Bridges Stuffed Toys Pop Up Books | Waistcoats Steady Hand Game Automata toys |
| Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Evaluate | Pneumatic Toys Castles Static Electricity | Pavilions Adapting a Recipe Torches Slingshot car | Bridges Stuffed Toys Pop Up Books | Waistcoats Steady Hand Game Automata toys |

| Design and Technology National Curriculum Expectations KS2 | | | | | |
|---|---|--------------------|--------------------------|--|------------------------------------|
| | D&T Strands | Kapow Topics | | | |
| Pupils should be taught to: | | Y3 | Y4 | Y5 | Y6 |
| Understand how key events and individuals in design and technology have helped shape the world |  | Pneumatic Systems | Torches Slingshot car | What Could Be Healthier? Pop Up Books | Come Dine With Me Automata toys |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  | Castles | Pavilions | Bridges Pop Up Books | Automata toys |
| Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | Pneumatic Toys | Slingshot car | Pop-Up Books | Automata toys |
| Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  | Static Electricity | Torches | | Steady Hand Games |
| Apply their understanding of computing to program, monitor and control their products |  | Pneumatic Toys | Torches | Micro:bit** | Computing > Bletchley Park 2*** |
| Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet |  | Eating Seasonally | Adapting a Recipe | What Could Be Healthier? | Come Dine With Me |
| Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  | Eating Seasonally | Adapting a Recipe | What Could Be Healthier? | Come Dine With Me |
| Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |  | Eating Seasonally | Adapting a Recipe | What Could Be Healthier? | Come Dine With Me |