

St Michael's CE Primary School

Design Technology Curriculum Overview



Year	Cycle A 2026-2027			Cycle B 2027-2028		
	Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS Year 1 & 2	Mechanisms - Matching Slider Game 	Textiles / Materials-Simple Stitches 	Structures - Stable Structures 	Mechanisms – Wheels and axels 	Nutrition - Balanced Diet 	Structures - A Chair for a Bear 
Year 3 & 4	Mechanisms - Pneumatic Toys 	Nutrition - Eating Seasonally 	Structures - Product Packaging 	Electronics - Electric Poster 	Textiles / Materials - Fastenings 	Structures -Helmets 
Year 5 & 6	Control Systems – Monitoring Devices 	Nutrition – Developing a Recipe 	Mechanisms – Gears & Pulleys 	Structures – Playground Structures 	Textiles / Materials – Stuffed Toys or Bunting 	Electronics – Steady Hand Game 

The curriculum is organised as a rolling programme to meet the needs of the school's mixed-age classes. Pupils complete three Design & Technology units each year. Across each cycle, they revisit and build substantive, practical and disciplinary knowledge through structures, mechanisms, electronics, control systems, nutrition, tools and materials. Progression is secured through increasingly sophisticated expectations: in Rec/Y1/Y2, Reception provides the foundation and early encounters, Year 1 builds foundational knowledge and Year 2 develops this with increasing independence; in Y3/Y4, pupils build and develop LKS2 knowledge, with Year 4 increasingly applying this knowledge independently; and in Y5/Y6, Year 5 applies and extends prior knowledge, while Year 6 refines, justifies and evaluates design decisions with increasing independence.

Throughout all units, pupils follow the disciplinary process of Research → Design & Make → Evaluate.

EYFS Design and Technology

Reception children follow a sequenced curriculum aligned with the DSAT Early Years Curriculum. Shared class themes provide the context, while EYFS teaching and assessment remain developmentally appropriate. Through direct teaching and intentional continuous provision, children explore how products and structures are made, investigate and select materials, and learn to use simple tools safely and effectively. They begin to plan what they want to make, join and construct materials in different ways, explore how things work, and make simple judgements about their creations. Children also develop early understanding of food, including healthy choices and simple food preparation. Through these experiences, they develop the practical and technical knowledge that provides the foundation for the research → design and make → evaluate process used throughout the D&T curriculum.