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| **Grove Coverage**  **Key Stage 2 - National curriculum Design and technology content** | **KAPOW area** | Y3 | | | | | Y4 | | | | | Y5 | | | | | Y6 | | | | | |
| Digital world - Electronic Charm | Structures -Castles | Textiles - Cushions | C&N Eating Seasonally | Mechanical systems pneumatic toys | Textiles fastenings | Electrical systems torches | C&N Adapting a recipe | Structures Pavilions | Mechanical systems Slingshot cars | Mechanical systems Pop up books | C&N what can be healthier | Textiles Stuffed Toys | Electrical systems doodlers | Structures Bridges | Structures playground | Digital World - Navigating the world | Electrical systems Steady Hand Game | Mechanical systems automata toys | C&N Come Dine with me |
| 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 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design | Design | x | x | x |  | x | x | x |  | x | x | x |  | x | x | x | x | x | x | x |  |
| Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | Make | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Y3/4) / to their functional properties and aesthetic qualities (Y5/6) | Make | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  | x | x | x |
| Investigate and analyse a range of existing products | Evaluate |  |  | x |  | x |  | x | x | x | x | x | x | x | x | x |  |  | x | x |  |
| Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Evaluate | x | x | x |  | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| Understand how key events and individuals in design and technology have helped shape the world | Evaluate | x |  |  |  | x |  | x |  |  | x |  | x |  | x |  |  |  | x |  | x |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | Technical Knowledge |  | x |  |  |  | x |  |  | x |  |  |  |  |  | x | x |  |  |  |  |
| Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | Technical Knowledge |  |  |  |  | x |  |  |  |  | x | x |  |  |  |  |  |  |  | x |  |
| Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | Technical Knowledge |  |  |  |  |  |  | x |  |  |  |  |  |  | x |  |  |  | x |  |  |
| Apply their understanding of computing to program, monitor and control their products | Technical Knowledge | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| Understand and apply principles of a healthy and varied diet | Cooking and Nutrition |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  | x |
| Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques | Cooking and Nutrition |  |  |  | x |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  | x |
| Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | Cooking and Nutrition |  |  |  | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  | x |