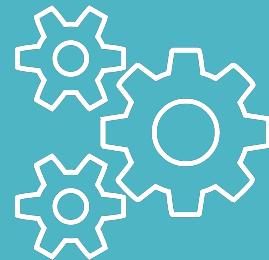


# *Design and technology*

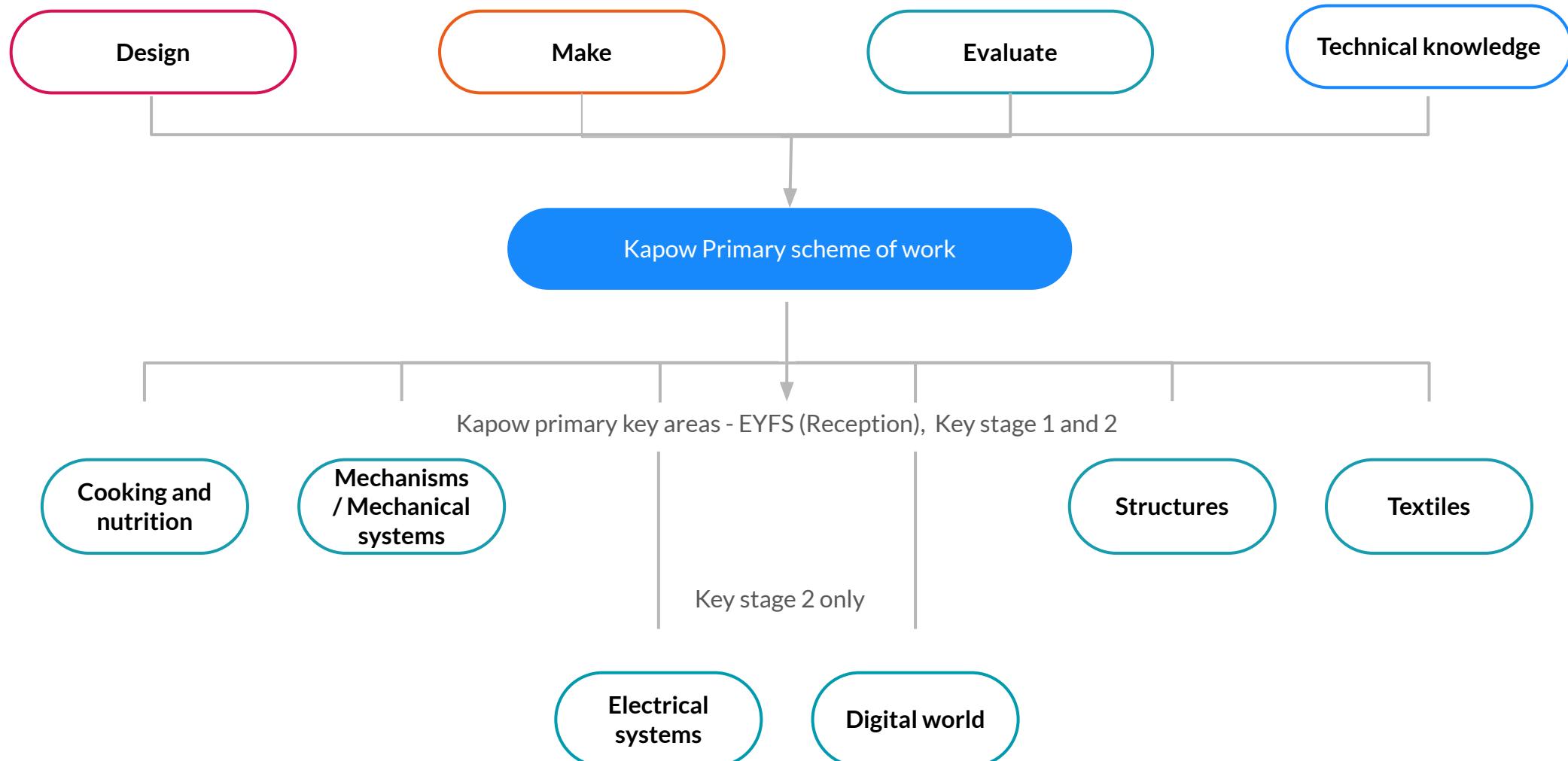


*Kapow*  
Primary™

**National curriculum  
coverage**

# Introduction

Kapow Primary offers full coverage of the KS1 and KS2 Design and technology curriculum and we have categorised our content into six areas, with four strands that run throughout:



# Overview

Cooking and nutrition	Mechanisms	Structures	Textiles	Electrical systems	Digital world
Aside from Electrical systems and Digital world, which are taught in KS2 only, each of these acts as the focus for a unit within each year group					
<b>EYFS (Reception)</b>	Soup		Boats Junk modelling	Bookmarks	
<b>Year 1</b>	Smoothies	Option 1: Matching slider game  Option 2: Moving storybook  Wheels and axles	Option 1: Stable structures  Option 2: Constructing a windmill	Option 1: Simple stitches  Option 2: Puppets	
<b>Year 2</b>	Balanced diet	Making a moving monster  Fairground wheel	Option 1: A chair for a bear  Option 2: Baby bear's chair	Pouches	
<b>Year 3</b>	Eating seasonally	Pneumatic toys	Option 1: Product packaging  Option 2: Castles	Cross stitch and appliquéd	Electric poster  Wearable technology
<b>Year 4</b>	Adapting a recipe	Mechanical cars	Option 1: Helmets  Option 2: Pavilions	Fastenings	Torches  Mindful moments timer
<b>Year 5</b>	Developing a recipe	Gears and pulleys	Bridges	Stuffed toys	Option 1: Wobble bots  Option 2: Doodlers  Monitoring devices
<b>Year 6</b>	Come dine with me	Automata toys	Playgrounds	Option 1: Bags  Option 2: Waistcoats	Steady hand game  Navigating the world

The four strands (below) of the Design and technology curriculum run through each unit; with Cooking and nutrition as the focus of one Food unit per year

**D** **Design**

**M** **Make**

**E** **Evaluate**

**TK** **Technical knowledge**

# Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: <b>Communication and language</b> Children in reception will be learning to:	<u>Structures:</u> <u>Junk modelling</u>	<u>Cooking and nutrition:</u> <u>Soup</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Structures:</u> <u>Boats</u>	<u>Seasonal projects</u>
Learn new vocabulary.		✓			✓
Use new vocabulary throughout the day.		✓			✓
Articulate their ideas and thoughts in well-formed sentences.				✓	
Connect one idea or action to another using a range of connectives.				✓	
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.				✓	

Development matters statements: <b>Expressive art and design</b> Children in reception will be learning to:	<u>Structures:</u> <u>Junk modelling</u>	<u>Cooking and nutrition:</u> <u>Soup</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Structures:</u> <u>Boats</u>	<u>Seasonal projects</u>
Explore, use and refine a variety of artistic effects to express ideas and feelings.	✓	✓	✓	✓	✓
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	✓		✓		✓
Create collaboratively.	✓				

# Development matters across Kapow Primary's units - EYFS (Reception)

<p><b>Development matters statements:</b> <b>Personal, social and emotional development</b> Children in reception will be learning to:</p>	<a href="#"><u>Structures: Junk modelling</u></a>	<a href="#"><u>Cooking and nutrition: Soup</u></a>	<a href="#"><u>Textiles: Bookmarks</u></a>	<a href="#"><u>Structures: Boats</u></a>	<a href="#"><u>Seasonal projects</u></a>
Know and talk about the different factors that support their overall health and wellbeing: healthy eating.		✓			✓

<p><b>Development matters statements:</b> <b>Physical development</b> Children in reception will be learning to:</p>	<a href="#"><u>Structures: Junk modelling</u></a>	<a href="#"><u>Cooking and nutrition: Soup</u></a>	<a href="#"><u>Textiles: Bookmarks</u></a>	<a href="#"><u>Structures: Boats</u></a>	<a href="#"><u>Seasonal projects</u></a>
Develop small motor skills so that they can use a range of tools competently, safely and confidently.	✓	✓	✓		✓

<p><b>Development matters statements:</b> <b>Understanding the world</b> Children in reception will be learning to:</p>	<a href="#"><u>Structures: Junk modelling</u></a>	<a href="#"><u>Cooking and nutrition: Soup</u></a>	<a href="#"><u>Textiles: Bookmarks</u></a>	<a href="#"><u>Structures: Boats</u></a>	<a href="#"><u>Seasonal projects</u></a>
Explore the natural world around them.		✓		✓	✓

# Early Learning Goals across Kapow Primary's units - EYFS (Reception)

<b>Early Learning Goals:</b> <b>Communication and language</b> Children in reception will be learning to:	<a href="#">Structures: Junk modelling</a>	<a href="#">Cooking and nutrition: Soup</a>	<a href="#">Textiles: Bookmarks</a>	<a href="#">Structures: Boats</a>	<a href="#">Seasonal projects</a>
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		✓		✓	✓
Speaking: Offer explanations for why things might happen.				✓	

<b>Early Learning Goals:</b> <b>Expressive art and design</b> Children in reception will be learning to:	<a href="#">Structures: Junk modelling</a>	<a href="#">Cooking and nutrition: Soup</a>	<a href="#">Textiles: Bookmarks</a>	<a href="#">Structures: Boats</a>	<a href="#">Seasonal projects</a>
Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	✓	✓	✓	✓	✓
Creating with materials: Share their creations, explaining the process they have used.	✓		✓	✓	✓

# Early Learning Goals across Kapow Primary's units - EYFS (Reception)

<b>Early Learning Goals: Personal, social and emotional development</b> Children in reception will be learning to:	<u>Structures:</u> <u>Junk modelling</u>	<u>Cooking and nutrition:</u> <u>Soup</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Structures:</u> <u>Boats</u>	<u>Seasonal projects</u>
Managing self: Manage their own basic hygiene and personal needs, including [...] understanding the importance of healthy food choices.		✓			✓

<b>Early Learning Goals: Physical development</b> Children in reception will be learning to:	<u>Structures:</u> <u>Junk modelling</u>	<u>Cooking and nutrition:</u> <u>Soup</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Structures:</u> <u>Boats</u>	<u>Seasonal projects</u>
Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery.	✓	✓	✓		✓

<b>Early Learning Goals: Understanding the world</b> Children in reception will be learning to:	<u>Structures:</u> <u>Junk modelling</u>	<u>Cooking and nutrition:</u> <u>Soup</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Structures:</u> <u>Boats</u>	<u>Seasonal projects</u>
The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants.		✓		✓	✓

# National Curriculum by Kapow Primary's themes and topics

Key Stage 1 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Key stage 1 - Year 1				
		*Option 1: <a href="#">Matching slider game</a> *Option 2: <a href="#">Moving story books</a>	*Option 1: <a href="#">Stable structures</a> *Option 2: <a href="#">Constructing a windmill</a>	*Option 1: <a href="#">Simple stitches</a> *Option 2: <a href="#">Puppets</a>	*Option 1: <a href="#">Wheels and axles</a> *Option 2: <a href="#">Wheels and axles</a>	* <a href="#">Smoothies</a>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<b>Design</b>	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.	<b>Design</b>	✓	✓	✓	✓	✓
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	<b>Make</b>	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<b>Make</b>	✓	✓	✓	✓	✓
Explore and evaluate a range of existing products.	<b>Evaluate</b>	✓	✓	✓	✓	✓
Evaluate their ideas and products against design criteria.	<b>Evaluate</b>	✓	✓	✓	✓	✓
*Units that are included in the condensed curriculum						

# National Curriculum by Kapow Primary's themes and topics

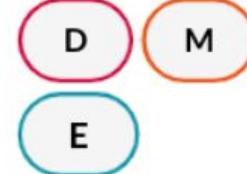
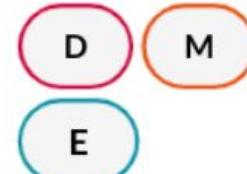
Key Stage 1 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Key stage 1 - Year 1				
		*Option 1: <a href="#">Matching slider game</a> *Option 2: <a href="#">Moving story books</a>	*Option 1: <a href="#">Stable structures</a> *Option 2: <a href="#">Constructing a windmill</a>	*Option 1: <a href="#">Simple stitches</a> *Option 2: <a href="#">Puppets</a>	*Option 1: <a href="#">Wheels and axles</a> *Option 2: <a href="#">Wheels and axles</a>	* <a href="#">Smoothies</a>
Build structures, exploring how they can be made stronger, stiffer and more stable.	Technical knowledge		✓			
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Technical knowledge	✓			✓	
Use basic principles of a healthy and varied diet to prepare dishes.	D M E					✓
Understand where food comes from.	D M E					✓

\*Units that are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and topics

Key Stage 1 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Key stage 1 - Year 2				
		* <a href="#">Moving monsters</a>	* Option 1: <a href="#">A chair for a bear</a> Option 2: <a href="#">Baby bear's chair</a>	* <a href="#">Pouches</a>	* <a href="#">Fairground wheel</a>	* <a href="#">Balanced diet</a>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<b>Design</b>	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.	<b>Design</b>	✓	✓	✓	✓	✓
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	<b>Make</b>	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<b>Make</b>	✓	✓	✓	✓	✓
Explore and evaluate a range of existing products.	<b>Evaluate</b>	✓	✓	✓	✓	✓
Evaluate their ideas and products against design criteria. *Units that are included in the condensed curriculum	<b>Evaluate</b>	✓	✓	✓	✓	✓

# National Curriculum by Kapow Primary's themes and topics

Key Stage 1 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Key stage 1 - Year 2				
		* <a href="#">Moving monsters</a>	* Option 1: <a href="#">A chair for a bear</a> Option 2: <a href="#">Baby bear's chair</a>	* <a href="#">Pouches</a>	* <a href="#">Fairground wheel</a>	* <a href="#">Balanced diet</a>
Build structures, exploring how they can be made stronger, stiffer and more stable.	<a href="#">Technical knowledge</a>		✓		✓	
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<a href="#">Technical knowledge</a>	✓			✓	
Use basic principles of a healthy and varied diet to prepare dishes.						✓
Understand where food comes from.						✓

\*Units that are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Lower key stage 2 - Year 3					
		* <a href="#">Eating seasonally</a>	*Option 1: <a href="#">Product packaging</a> Option 2: <a href="#">Castles</a>	<a href="#">Cross stitch and appliqué</a>	*Option 1: <a href="#">Pneumatic toys</a> *Option 2: <a href="#">Pneumatic toys</a>	<a href="#">Electric poster</a>	* <a href="#">Wearable technology</a>
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.	<b>Design</b>		✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	<b>Design</b>	✓	✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	<b>Make</b>	✓	✓	✓	✓	✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<b>Make</b>	✓	✓	✓	✓	✓	
Investigate and analyse a range of existing products.	<b>Evaluate</b>		✓		✓		✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>Evaluate</b>		✓	✓	✓	✓	✓

\*Units that are included in the condensed curriculum

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# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Lower key stage 2 - Year 3					
		* <a href="#">Eating seasonally</a>	*Option 1: <a href="#">Product packaging</a> Option 2: <a href="#">Castles</a>	* <a href="#">Cross stitch and appliqu�</a>	*Option 1: <a href="#">Pneumatic toys</a> *Option 2: <a href="#">Pneumatic toys</a>	<a href="#">Electric poster</a>	* <a href="#">Wearable technology</a>
Understand how key events and individuals in design and technology have helped shape the world.	<a href="#">Evaluate</a>				✓		✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<a href="#">Technical knowledge</a>		✓				
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	<a href="#">Technical knowledge</a>				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<a href="#">Technical knowledge</a>					✓	
Apply their understanding of computing to program, monitor and control their products.	<a href="#">Technical knowledge</a>						✓
Understand and apply principles of a healthy and varied diet.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>	✓			*Units that are included in the condensed curriculum		

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Option 1: <a href="#">Helmets</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Fastenings</a>	* <a href="#">Mechanical cars</a>	* <a href="#">Torches</a>	<a href="#">Mindful moments timer</a>
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.	<b>Design</b>	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<b>Design</b>	✓	✓	✓	✓	✓	
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	<b>Make</b>	✓	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<b>Make</b>	✓	✓	✓	✓	✓	
Investigate and analyse a range of existing products.	<b>Evaluate</b>	✓	✓	✓	✓	✓	✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>Evaluate</b>	✓	✓	✓	✓	✓	✓

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Option 1: <a href="#">Helmets</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Fastenings</a>	* <a href="#">Mechanical cars</a>	* <a href="#">Torches</a>	<a href="#">Mindful moments timer</a>
Understand how key events and individuals in design and technology have helped shape the world.	<a href="#">Evaluate</a>				✓	✓	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<a href="#">Technical knowledge</a>	✓					
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	<a href="#">Technical knowledge</a>				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<a href="#">Technical knowledge</a>					✓	
Apply their understanding of computing to program, monitor and control their products.	<a href="#">Technical knowledge</a>						✓
Understand and apply principles of a healthy and varied diet.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>						
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<a href="#">D</a> <a href="#">M</a> <a href="#">E</a>						

\*Units that are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Upper key stage 2 - Year 5						
		* <a href="#">Developing a recipe</a>	* <a href="#">Gears and pulleys</a>	<a href="#">Stuffed toys</a>	*Option 1: <a href="#">Wobble bots</a>	*Option 2: <a href="#">Doodlers</a>	* <a href="#">Bridges</a>	* <a href="#">Monitoring devices</a>
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.	<b>Design</b>	✓	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	<b>Design</b>	✓	✓	✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	<b>Make</b>	✓	✓	✓	✓	✓	✓	
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.	<b>Make</b>	✓	✓	✓	✓	✓	✓	
Investigate and analyse a range of existing products.	<b>Evaluate</b>	✓	✓	✓	✓	✓	✓	
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>Evaluate</b>	✓	✓	✓	✓	✓	✓	

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# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Upper key stage 2 - Year 5					
		* <a href="#">Developing a recipe</a>	* <a href="#">Gears and pulleys</a>	<a href="#">Stuffed toys</a>	*Option 1: <a href="#">Wobble bots</a>	*Option 2: <a href="#">Doodlers</a>	* <a href="#">Bridges</a>
Understand how key events and individuals in design and technology have helped shape the world.	<a href="#">Evaluate</a>	✓					✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<a href="#">Technical knowledge</a>				✓	✓	✓
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	<a href="#">Technical knowledge</a>		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<a href="#">Technical knowledge</a>				✓		
Apply their understanding of computing to program, monitor and control their products.	<a href="#">Technical knowledge</a>						✓
Understand and apply principles of a healthy and varied diet.	D M E	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓					

\*Units that are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Upper key stage 2 - Year 6					
		* <a href="#">Come dine with me</a>	* <a href="#">Automata toys</a>	* <a href="#">Steady hand game</a>	* <a href="#">Playgrounds</a>	* <a href="#">Navigating the world</a>	Option 1: <a href="#">Bags</a> Option 2: <a href="#">Waistcoats</a>
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	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design	✓	✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓	✓	✓	✓
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	✓		✓	✓		✓
Investigate and analyse a range of existing products.	Evaluate		✓	✓	✓		✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate	✓	✓	✓	✓	✓	✓

# National Curriculum by Kapow Primary's themes and topics

Key Stage 2 - National curriculum Design and technology content	Kapow Primary's Design and technology strands	Kapow Primary topics Upper key stage 2 - Year 6					
		* <a href="#">Come dine with me</a>	* <a href="#">Automata toys</a>	* <a href="#">Steady hand game</a>	* <a href="#">Playgrounds</a>	* <a href="#">Navigating the world</a>	Option 1: <a href="#">Bags</a> Option 2: <a href="#">Waistcoats</a>
Understand how key events and individuals in design and technology have helped shape the world.	<b>Evaluate</b>		✓	✓			✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<b>Technical knowledge</b>					✓	
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	<b>Technical knowledge</b>		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<b>Technical knowledge</b>			✓			
Apply their understanding of computing to program, monitor and control their products.	<b>Technical knowledge</b>						✓
Understand and apply principles of a healthy and varied diet.	D M E	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓					*Units that are included in the condensed curriculum

# Cross-curricular links - Year 1

National curriculum subjects		Kapow Primary topics							
	*Option 1: <a href="#">Matching slider game</a>	*Option 2: <a href="#">Making a moving story book</a>	*Option 1: <a href="#">Stable structures</a>	*Option 2: <a href="#">Constructing a windmill</a>	*Option 1: <a href="#">Simple stitches</a>	*Option 2: <a href="#">Puppets</a>	*Option 1: <a href="#">Wheels and axles</a>	*Option 2: <a href="#">Wheels and axles</a>	* <a href="#">Smoothies</a>
English		Reading - appreciating rhymes such as Humpty Dumpty				Reading - Listening to and answering questions about the main character's appearance in Little Red Riding Hood (or another story of your choice)			
Maths	Geometry - Pupils use directional language to describe the movement of products with mechanisms.			Geometry - Pupils use their knowledge of shapes to identify circles and find the centre to help them construct a windmill structure.			Geometry - properties of shapes - exploring the properties of shapes that make them appropriate for a wheel. Cutting out different shapes.	Identifying lengths on their design, considering how wheels work	
Science	<b>Everyday materials</b> - Pupils consider the best material to make their product based on its properties. <b>Working scientifically</b> - Performing simple tests and using observations to decide the advantages and disadvantages of a particular method.		<b>Everyday materials</b> - Pupils use packaging made of different materials and cardboard to make a structure. <b>Working scientifically</b> - Performing simple tests and using observations related to stability.		<b>Everyday materials</b> - Pupils explore what fabric is, how it is made and some of its properties.		<b>Everyday materials</b> - exploring the properties of materials they could use to make a pull-along toy.		<b>Working scientifically</b> - classifying fruit and vegetables <b>Animals, including humans</b> - learning about the importance of fruit and vegetables in the diet and food hygiene

# Cross-curricular links - Year 1 continued.

National curriculum subjects	Kapow Primary topics									
	*Option 1: <a href="#">Matching slider game</a>	*Option 2: <a href="#">Making a moving story book</a>	*Option 1: <a href="#">Stable structures</a>	*Option 2: <a href="#">Constructing a windmill</a>	*Option 1: <a href="#">Simple stitches</a>	*Option 2: <a href="#">Puppets</a>	*Option 1: <a href="#">Wheels and axles</a>	*Option 2: <a href="#">Wheels and axles</a>	* <a href="#">Smoothies</a>	
Art and design	Pupils draw pictures to match the words on their game.	Drawing the background of their design along with the moving parts	Sketching the design and adding decoration to the product.		Sketching a design for a piece of bunting. Using different materials to express artistic ideas.					
Computing									Digitally painting a flag for their car (extension activity)	
Geography				Learning about how windmills are used today to generate electricity (wind turbines)						
Physical education			Developing balance and coordination by trying out different balance poses.							

# Cross-curricular links - Year 2

National curriculum subjects	Kapow Primary topics					
	<a href="#">*Fairground wheel</a>	<a href="#">*Balanced diet</a>	<a href="#">*Making a moving monster</a>	<a href="#">*Option 1: A chair for a bear</a>	<a href="#">*Option 2: Baby bear's chair</a>	<a href="#">*Pouches</a>
English		<b>Reading</b> - reading a letter and summarising the key points		<b>Reading</b> - discussing the events from 'There's a Bear on My Chair' by Ross Collins	<b>Reading</b> - discussing the events from 'Goldilocks and the three bears'	
Maths	Talking about 3d shapes and naming them correctly		Recording a tally survey	Creating and naming some 3D shapes including naming the 2D shapes on the ends of prisms.	Creating 3D shapes from playdough, Recording totals on a tally chart	
Science	Discussing the properties of materials when choosing materials for their fairground wheel	Discussing the senses that humans have, having an awareness of food hygiene		<b>Working scientifically</b> - observing closely, using simple equipment, performing simple tests <b>Everyday materials</b> - describe the simple physical properties of a variety of everyday materials	Interpreting the results of the tip-test	
Art and design			Sketching design ideas			Decorating the pouch using a range of materials
Computing	Practising drag and drop skills by creating an inspiration board (extension activity)					
Geography					Identifying natural and man-made structures	

# Cross-curricular links - Year 3

National curriculum subjects	Kapow Primary topics							
	*Cross-stitch and appliqué <a href="#">Cushions</a> or <a href="#">Egyptian collars</a>	<a href="#">Electric poster</a>	*Option 1: <a href="#">Pneumatic toys</a>	*Option 2: <a href="#">Pneumatic toys</a>	* <a href="#">Wearable technology</a>	* <a href="#">Eating seasonally</a>	*Option 1: <a href="#">Product packaging</a>	*Option 2: <a href="#">Castles</a>
English					Reading - considering language on sales displays and how it persuades us to buy the product	Reading - following the instructions in a recipe	Spoken language Articulating and justifying answers, arguments and opinions.	
Maths	Choosing a 2D shape for their cushion, using knowledge of length to leave correct space for stuffing, seam and running stitch length		Drawing and manipulating 2D shapes, working with nets of 3D shapes (extension activity).		Drawing and manipulating 2D shapes, working with nets of 3D shapes (extension activity)		Drawing 2-D shapes and making 3-D shapes using modelling materials; recognising 3-D shapes in different orientations and describing them.	Identifying and naming 2D and 3D shapes in castle structures, drawing 2D shapes, constructing nets to make 3D shapes
Science		Electricity (Y4) - building a simple circuit and identifying components of a circuit	Forces and magnets - considering how pushes and pulls cause air movement in a pneumatic mechanism.					
Computing							Work with variables and various forms of input and output. Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour.	

# Cross-curricular links - Year 3 continued...

National curriculum subjects	Kapow Primary topics						
	*Cross-stitch and appliquéd <a href="#">Cushions</a> or <a href="#">Egyptian collars</a>	<a href="#">Electric poster</a>	*Option 1: *New* <a href="#">Pneumatic toys</a>	*Option 2: <a href="#">Pneumatic toys</a>	* <a href="#">Wearable technology</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>
Art and design	Designing a theme for their applique shapes (maybe around another topic)		Learning about designers in history; exploring different diagram types and understanding their uses; using drawings to communicate ideas; constructing an aesthetic toy and decorating with embellishments.	Decorating their pneumatic toys with embellishments			
Computing					Learning about the history of Computers and how they have developed over time into smart wearables today, writing a programme to enable an LED to flash on a button press, using CAD software to design		Using powerpoint to create their own net (extension activity)
Geography				Discussing how electricity can be made using wind and sea power		Knowing what climate is and that it affects food growth, reading information from a map of the world, knowing the environmental impact of importing food	
History	Learning about Egyptian collars (If you choose the Egyptian collars theme for this unit)	Creating posters that give information about Ancient Rome			Learning about the Digital revolution and the history of computers		Learning about the features of castles and their purpose
RSE/PSHE						Considering food hygiene, knowing that fruit and vegetables give us nutritional benefits	

# Cross-curricular links - Year 4

National curriculum subjects	Kapow Primary topics						
	<a href="#">*Torches</a>	<a href="#">*: Mechanical cars</a>	<a href="#">Mindful moments timer</a>	<a href="#">*Adapting a recipe</a>	<a href="#">*Option 1: Helmets</a>	<a href="#">*Option 2: Pavilions</a>	<a href="#">*Fastenings</a>
English				<b>Spoken language -</b> giving a brief pitch for their biscuit recipe	<b>Spoken language</b> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Listen and respond appropriately to adults and their peers.		
Maths		Using nets to create 3D shapes, measuring accurately	Creating a 3D structure using a net	Completing a budget, considering profit margins, using nets to create 3D packages		Building 3D shapes to test the strength of different structures	
Science	Electricity - Identifying electrical products, conductors and insulators, building a simple series circuit with a switch	Forces - understanding the concept of air resistance (Y5) when designing their car			Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		

# Cross-curricular links - Year 4 continued...

National curriculum subjects	Kapow Primary topics						
	* <a href="#">Torches</a>	* <a href="#">Mechanical cars</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	*Option 1: <a href="#">Helmets</a>	*Option 2: <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>
Art and design		Decorating the panels of the chassis	Decorating their mindful moments timer case		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Creating textural effects with materials to clad their structure	
Computing			Programming a micro:bit to function as a timer, debugging code, using software to create logos				Taking photographs of fastenings they find
Geography		Considering eco-friendly ways of powering cars					
History	Learning about life before electricity	Considering life before the motor car					
RSE/PSHE	Identifying electrical hazards		Sharing ways to be mindful and how this helps us to look after our mental health	Following basic food hygiene	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		

# Cross-curricular links - Year 5

National curriculum subjects	Kapow Primary topics						
	<a href="#">*Gears and pulleys</a>	<a href="#">*Option 1: Wobble bots</a>	<a href="#">*Option 2: Doodlers</a>	<a href="#">*Monitoring devices</a>	<a href="#">*Developing a recipe</a>	<a href="#">*Bridges</a>	<a href="#">Stuffed toys</a>
English			<b>Writing</b> - writing instructions on how to make a Doodler				
Maths						Measuring wood accurately to the nearest mm, draw 45° angles	
Science	Forces - exploring mechanisms, including, pulleys and gears	<b>Electricity</b> -Exploring electrical circuit, identifying and naming components, working investigatively and drawing conclusions	<b>Electricity</b> -Exploring electrical circuit, identifying and naming components, working investigatively and drawing conclusions	<b>Animals, including humans</b> - finding out about the needs of animals		Using investigative methods to test the strength of a range of bridges, considering properties of materials	

# Cross-curricular links - Year 5

National curriculum subjects	Kapow Primary topics						
	<a href="#">*Gears and pulleys</a>	<a href="#">*Option 1: Wobble bots</a>	<a href="#">*Option 2: Doodlers</a>	<a href="#">*Monitoring devices</a>	<a href="#">*Developing a recipe</a>	<a href="#">*Bridges</a>	<a href="#">Stuffed toys</a>
Art and design		Designing a wobble bot in an appealing way for the user.			Designing a label for their bolognese		
Computing				Using search engines to research animals, programming and debugging an animal monitor, using CAD skills to create virtual models	Using search engines to research variations of a recipe		
Geography	<b>Human and physical geography</b> - exploring sustainability and the use of the renewable energy resource, wind.			Considering how we can use the six Rs of sustainability to develop more sustainable habits			
History				Learning about how thermometers have developed, learning about the history behind plastic use			
RSE/PSHE				Considering our shared responsibilities for protecting the environment			

# Cross-curricular links - Year 6

National curriculum subjects	Kapow Primary topics						
	<a href="#">*Navigating the world</a>	<a href="#">*Come dine with me</a>	<a href="#">*Playgrounds</a>	Option 1: <a href="#">Bags</a>	Option 2: <a href="#">Waistcoats</a>	<a href="#">*Steady hand game</a>	<a href="#">*Automata toys</a>
English	<b>Reading</b> - finding key points in a clients letter to create design criteria <b>Spoken language</b> - presenting a pitch about their product			<b>Spoken language</b> - develop understanding through exploring different ideas.			
Maths			Measuring accurately to the nearest mm	<b>Geometry: Properties of shapes:</b> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.	<b>Ratio and proportion</b> Solve problems involving similar shapes where the scale factor is known or can be found.	Using net templates to create the base of their game	Measuring accurately to the nearest mm
Science	Considering materials and their functional properties	Recognising the impact of diet on our bodies				Drawing circuit diagrams, naming components and their functions	

# Cross-curricular links - Year 6

National curriculum subjects	Kapow Primary topics						
	<a href="#">*Navigating the world</a>	<a href="#">*Come dine with me</a>	<a href="#">*Playgrounds</a>	Option 1: <a href="#">Bags</a>	Option 2: <a href="#">Waistcoats</a>	<a href="#">*Steady hand game</a>	<a href="#">*Automata toys</a>
Art and design			Creating textural effects with materials to clad their structure			Exploring one line drawings	
Computing	Programming a compass (all), pedometer and a light/thermometer (extension), using CAD skills to produce a virtual model					Recapping rules for safe online searching	
Geography	Considering sustainability in design						
History							Learning about Victorian toys
RSE/PSHE		Considering different dishes from other cultures, developing awareness of healthy eating, following basic food hygiene					

## Version history

This page shows recent updates to the document.

Date	Update
28.10.23	Updated to reflect refreshed Cooking and nutrition units.
30.04.24	Updated to reflect refreshed 'Constructing a windmill unit.'
21.08.24	Updated to reflect refreshed units published on the website.
02.09.24	Updated links to reflect new unit published.
18.10.24	Updated links to reflect new unit published.
18.12.24	Updated links to reflect newly published units.
19.02.25	Added missing tick on p. 7.
22.05.25	Updated to reflect newly published unit.
27.06.25	Updated to reflect newly published unit.
18.07.25	Updated to reflect newly published unit.
28.08.25	Updated to reflect newly published units.
22.10.25	Updated to reflect newly published units.
15.12.25	Updated to reflect newly published units; some option 2 units archived.