



### Design

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology, and other users based on design criteria.</li> </ul>	<p>Design purposeful, functional, appealing products for themselves.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology and other users based on design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Know about inventors, designers, engineers, chefs or manufacturers who have developed ground-breaking products linked to the skills they are exploring (science, history)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Know about inventors, designers, engineers, chefs or manufacturers who have developed ground-breaking products linked to the skills they are exploring (science, history)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Know about inventors, designers, engineers, chefs or manufacturers who have developed ground-breaking products linked to the skills they are exploring (science, history)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Know about inventors, designers, engineers, chefs or manufacturers who have developed ground-breaking products linked to the skills they are exploring (science, history)</li> </ul>



### Make

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

### Evaluate

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used;</li> </ul>	<ul style="list-style-type: none"> <li>• Taste, explore and evaluate a range of products to determine the intended user's preferences for the product</li> <li>• Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Taste, explore and evaluate a range of products to determine the intended user's preferences for the product</li> <li>• Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how key events and individuals in design and technology have helped to shape the world.</li> </ul>



### Technical Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>•Begin to show accuracy and care when drawing.</li> <li>•Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use wheels, axles and axle holders.</li> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques</li> <li>• Know and use technical vocabulary relevant to the project</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use lever and linkage mechanisms.</li> <li>• Distinguish between fixed and loose pivots.</li> <li>•Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>•Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• Understand how to securely join two pieces of fabric together.</li> <li>• Understand the need for patterns and seam allowances.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• Know and use technical vocabulary relevant to the project.</li> <li>• Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• Understand how to securely join two pieces of fabric together.</li> <li>• Understand the need for patterns and seam allowances.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.. Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>• Understand and use electrical systems in their products linked to science coverage.[series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>• Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>• Understand and use electrical systems in their products linked to science coverage.[series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>



### Food Technology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food</li> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>

### Points for Action

- Evaluate and redraft the long term plans for DT
- Crosscheck the knowledge in the document to ensure coverage in the redrafted plans.
- Review the new statutory framework for EYFS and add knowledge accordingly.
- Develop a system for assessment of knowledge.