



Design

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through own experiences. • Develop and communicate these ideas through talk and drawings and mock ups where relevant 	<ul style="list-style-type: none"> •Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. 	<ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas 	<ul style="list-style-type: none"> •Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> •Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design 	<ul style="list-style-type: none"> • Use research using surveys, interviews, questionnaires and web-based resources. to develop a design specification for a range of functional products. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.



Make

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<ul style="list-style-type: none"> • Construct with purpose 	<ul style="list-style-type: none"> • Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. • Select from a range of ingredients and materials according to their characteristics to create a chosen product. 	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. • Select new and materials, components, reclaimed materials and construction kits to build and create their products. • Use simple finishing techniques suitable for the products they are creating 	<ul style="list-style-type: none"> • Plan the main stages of making. • Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product. • Select from and use finishing techniques suitable for the product they are creating 	<ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products. • Explain their choice of materials according to functional properties and aesthetic qualities. • Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties. 	<ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Write a step-by-step plan, including a list of resources required. • Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources. 	<ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. • Use finishing and decorative techniques suitable for the product they are designing and making.



Evaluate

AYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about who their product is for and why. • Offer explanations for why things might happen, making use of recently introduced vocabulary <p>Talk about whether appropriate tools, resources and techniques were used</p> <p>Explain adaptations that they made</p> <p>Say whether they are happy with their finished product</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Evaluate existing products:</p> <ul style="list-style-type: none"> • Who are they for? • How do they work? • What materials are they made from? • What do they like/dislike about them? <p>Evaluate own ideas or products:</p> <ul style="list-style-type: none"> • Discuss design ideas • Make judgements on their products against the design criteria • Explain how the product could be improved 	<p>Evaluate existing products:</p> <ul style="list-style-type: none"> • Who are they for? • How do they work? • What materials are they made from? • What do they like/dislike about them? <p>Evaluate own ideas or products:</p> <ul style="list-style-type: none"> • Discuss design ideas • Make judgements on their products against the design criteria • Explain how the product could be improved 	<p>Evaluate existing products:</p> <ul style="list-style-type: none"> • Discuss how well products have been designed • Evaluate how well they have been made • Say why they think materials were chosen • Find out what methods of construction have been used • Talk about how well it works • Discuss how it meets the needs of users <p>Evaluate their own products:</p> <ul style="list-style-type: none"> • Identify strengths in their design • Suggest areas for development • Offer advice on improvements to peers and consider the views of others on improvement of their work 	<p>Evaluate existing products:</p> <ul style="list-style-type: none"> • Discuss how well products have been designed • Evaluate how well they have been made • Say why they think materials were chosen • Find out what methods of construction have been used • Talk about how well it works • Discuss how it meets the needs of users <p>Evaluate their own products:</p> <ul style="list-style-type: none"> • Identify strengths in their design • Suggest areas for development • Offer advice on improvements to peers and consider the views of others on improvement of their work 	<p>Evaluating existing products:</p> <ul style="list-style-type: none"> • Make judgments on design, manufacture, materials and who well it meets the needs of users • Make judgements on the cost, whether the ideas are innovative and how sustainable to products is <p>Evaluating own products or designs:</p> <ul style="list-style-type: none"> • Identify strengths on their own work, work of others and consider the views of others • Critically evaluate the quality of the design, manufacture and purpose • Evaluate products against their design specification 	<p>Evaluating existing products:</p> <ul style="list-style-type: none"> • Make judgments on design, manufacture, materials and who well it meets the needs of users • Make judgements on the cost, whether the ideas are innovative and how sustainable to products is <p>Evaluating own products or designs:</p> <ul style="list-style-type: none"> • Identify strengths on their own work, work of others and consider the views of others • Critically evaluate the quality of the design, manufacture and purpose • Evaluate products against their design specification



Technical Knowledge

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<p>Program a programmable toy to complete a simple action e.g. move two steps</p> <p>Talk about how things work (e.g. lights and switches) in their learning environment</p> <p>Use wool to thread or weave (e.g. pompoms)</p> <p>Print patterns independently</p> <p>Use dough, woodwork, painting, printing and joining to achieve a planned effect</p> <p>Select materials independently</p> <p>Use tools such as dough cutters and scissors competently and appropriately</p> <p>Solve simple joining problems e.g. use sellotape instead of</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p>		<p>Cut materials safely using tools provided</p> <p>Measure and mark out to the nearest centimetre</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>Select from a range of tools or equipment and explain their choices</p> <p>Use finishing techniques including those from art and design (art)</p> <p>Shape textiles using templates</p> <p>Join textiles using running stitch</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</p> <p>Create products using levers, sliders, wheels and winding mechanisms</p>		<p>Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre</p> <p>Explain choices of tools and equipment</p> <p>Order main stages of making</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</p> <p>Select appropriate joining techniques/ Resources.</p> <p>Apply a range of finishing techniques from art and design with some accuracy</p> <p>Join textiles with appropriate stitching</p> <p>Select the most appropriate techniques to decorate textiles</p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys, linages and pneumatic systems)</p>		<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)</p> <p>Select tools suitable for tasks and explain choices of tools and equipment in relation to the skills and techniques they will be using</p> <p>Solve problems encountered in making</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)</p> <p>Create objects (such as a cushion) that employ a seam allowance</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</p> <p>Use the qualities of materials to create</p>



		Choose appropriate materials according to design specification				suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) (Convert rotary motion to linear using cams, pulleys and gears Use innovative combinations of electronics (or computing) and mechanics in product designs
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Food Technology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explain foods that are healthy/unhealthy</p> <p>Talk about why different foods are good for us</p>		<p>Cut, peel or grate ingredients safely and hygienically</p> <p>Measure or weigh using measuring cups or electronic scales</p> <p>Assemble or cook healthy ingredients</p> <p>Understand where food comes from</p> <p>Choose appropriate utensils and ingredients</p> <p>Understand and apply principles of a healthy and varied diet</p>		<p>Prepare ingredients hygienically using appropriate utensils</p> <p>Measure ingredients to the nearest gram accurately</p> <p>Food ingredients can be fresh, precooked and processed</p> <p>How to prepare and cook a variety of savoury dishes with a heat source</p> <p>That food can be grown, reared and caught in the UK, Europe and the wider world</p> <p>Explain choices of ingredients according to source, health and taste (geography)</p> <p>Follow a recipe. Assemble or cook healthy ingredients (controlling the temperature of the oven or hob, if cooking)</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>		<p>Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms), hygiene procedures and safety measures</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>Produce lists of tools, materials, equipment and step-by-step plans</p> <p>Demonstrate a range of baking and cooking techniques. Create, adapt and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures (science)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed (geography)</p> <p>Understand and apply principles of a healthy and varied diet</p>



Points for Action

- Complete the progression of technical skills and food technology skills for year 1, 3, and 5.
- Evaluate and redraft the long term plans for DT
- Crosscheck the skills in this document to ensure coverage in the redrafted plans.
- Review the new statutory framework for EYFS and add skills accordingly
- Develop a system for assessment of skills.