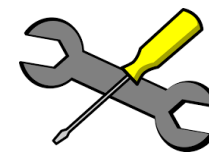
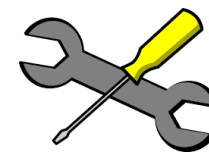


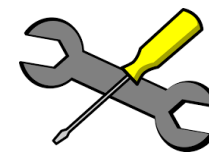
		KSI		KS2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design: Developing planning and communicating ideas.	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology 	Explain what they are making and which materials they are using	Use pictures and words to convey what they want to design and make	Draw/sketch products to help analyse and understand how products are made	Investigate similar products to the one to be made to produce own design criteria	Investigate products/images to collect ideas and create own design criteria	Investigate products/images to collect ideas and create own design criteria
		Select materials from a limited range that will meet the design criteria	Select appropriate technique explaining First.....Next.....Last....	Think ahead about the order of their work and decide upon tools and materials	Plan a sequence of actions to make a product	Sketch and model alternative ideas	Sketch and model alternative ideas
		Select and name the tools needed to work the materials	Explore ideas by rearranging materials	Record the plan by drawing (labelled sketches) or writing	develop more than one design or adaptation of an initial design	Develop one idea in depth	Develop one idea in depth
		Produce a mock up with kits or reclaimed materials	Describe their models and drawings of ideas and intentions	Communicate their ideas through discussion and add notes to drawings to help explanations	Propose realistic suggestions as to how they can achieve their design ideas	Combine modelling and drawing to refine ideas	Combine modelling and drawing to refine ideas
		Use drawings to record ideas as they are developed and talk about them	Produce a mock up with kits/reclaimed materials or ICT	Design innovative, functional, appealing products that are fit for purpose that are aimed at particular individuals or groups.	Design innovative, functional, appealing produces that are fit for purpose that are aimed at particular individuals or groups.	Plan the sequence of work using a storyboard	Plan the sequence of work using a storyboard
		Design a product for a given purpose	Add notes to drawings to help explanations		Produce annotated sketches	Record ideas using annotated diagrams	Record ideas using annotated diagrams
		Select pictures to help develop ideas	Design a product from a detailed design criteria		Make Prototypes	Use models, kits and drawings to help formulate design ideas	Use models, kits and drawings to help formulate design ideas
		Use drawings to record ideas as they are developed				Make prototypes	Make prototypes
		Discuss their work as it progresses.				Research and use information to inform decisions	Research and use information to inform decisions
						Use a computer aided design to model ideas	Use a computer aided design to model ideas
				Design innovative, functional, appealing produces that are fit for purpose that are aimed at particular individuals or groups.	Draw plans which can be read/followed by someone else	Give a report using correct technical vocabulary	



		KS 1		KS 2				
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Working with tools, equipment, materials and components to make quality products:</p> <p>Sheet Materials</p>	<p>EYFS</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology 	Fold, tear and cut paper and card	Insert paper fasteners for card linkages	Cut slots	Use linkages to make movement larger or more varied.	Cut slots	Use craft knife, cutting mat and safety ruler under one to one supervision	
		Roll paper to create tubes	Create hinges	Cut internal shapes	Use and explore complex pop ups	Cut accurately and safely to a marked line		
		Cut along lines, straight and curved	Use simple pop ups	Use lolly sticks/card to make levers and linkages		Join and combing materials with temporary, fixed or moving joins.		
		Curl paper	Investigate strengthening sheet materials	Create nets		Choose an appropriate sheet material for a purpose.		
		Use hole punch	Investigate joins temporary, fixed + moving.					



	KS 1			KS 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working with tools, equipment, materials and components to make quality products:</p> <p>Food</p> <ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Children represent their own ideas, thoughts and feelings through design and technology 	Develop a food vocabulary using taste ,smell, texture and feel	Cut, peel, grate, chop a range of ingredients	Develop sensory vocabulary/knowledge using, smell, taste, texture and feel	Analyse the taste, texture, smell and appearance of a range of foods	Select and prepare foods for a particular purpose	Prepare food products taking into account the properties of ingredients and sensory characteristics	
	Group familiar food products e.g. fruit and vegetables	Work safely and hygienically	Follow instructions	Measure and weigh ingredients appropriately	Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.	Understand how to feed themselves and others affordably now and in the future	
	Work safely and hygienically	Understand the need for a variety of foods in a diet	Make healthy eating choices from and understanding of a balanced diet	Prepare and cook a range of predominantly savoury dishes using a range of cooking techniques.	Weigh and measure using scales		
	Understand the need for a variety of foods in a diet	Measure and weigh food items, non-statutory measures e.g. spoons, cups	Join and combine a range of ingredients e.g. snack foods	Make healthy eating choices from and understanding of a balanced diet	Cut and shape ingredients using appropriate tools and equipment e.g. grating		
	Understand where food comes from	Follow a recipe to make food with increasing independence.	Work safely and hygienically	Understand seasonality and know where and how ingredients are grown and captured	Join and combine food ingredients appropriately e.g. beating, rubbing in		
	Work with an adult to make food following a simple recipe.		Prepare and cook a range of predominantly savoury dishes using a range of cooking techniques.		Work safely and hygienically		
			Understand seasonality and know where and how ingredients are grown and captured		Show awareness of a healthy diet from an understanding of a balanced diet		
					Understand how to feed themselves and others affordably now and in the future		



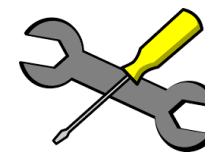
Working with tools, equipment, materials, and components to make quality products:

Construction

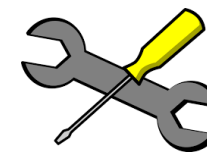
EYFS

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Children represent their own ideas, thoughts and feelings through design and technology

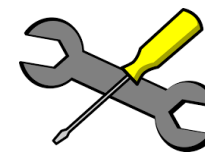
KS 1		KS 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of materials to create models.	Attach wheels to a chassis using an axle	Make structures more stable by giving them a wide base	Measure and mark square selection, strip and dowel accordingly to 1cm	Use hand drill to drill tight and loose fit holes	Use bradawl to mark hole positions
See glue gun used by an adult	Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels	Prototype frame and shell structures	Create shell or frame structures, strengthen frames with diagonal struts	Cut strip wood, dowel, square section wood accurately to 1mm	Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms
Talk about how structures can be made stronger	Join appropriately for different materials and situations e.g. glue, tape,	Use glue gun with close supervision (one to one)	Incorporate a circuit with a bulb or buzzer into a model	Join materials using appropriate methods	Choose materials based on their functional properties and aesthetic qualities.
	Mark out materials to be cut using a template	Choose materials based on their functional properties and aesthetic qualities.	Choose materials based on their functional properties and aesthetic qualities	Incorporate motor and a switch into a model	Apply their understanding of how to strengthen, stiffen more complex structures.
	Cut strip wood/dowel using hacksaw and bench hook.			Control a model using an ICT control program	Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages.
	Investigate how structures can be made stronger, stiffer and more stable.			Use a cam to make an up and down mechanism Use a glue gun with close supervision Choose materials based on their functional properties and aesthetic qualities	



		KS1		KS2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working with tools, equipment, materials and components to make quality products:</p> <p>Textiles</p>	<ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Children represent their own ideas, thoughts and feelings through design and technology 	Colour fabrics using a range of techniques e.g. fabric paints, printing, painting	Join fabrics by using running stitch, glue, staples ,over sewing, tape	Create a simple pattern	Prototype a product using J cloths.	Understand pattern layout	Create 3D products using pattern pieces and seam allowance
		Cut out shapes which have been created by drawing round a template onto the fabric	Decorate fabrics with buttons, beads, sequins, braids, ribbons	Understand the need for patterns	Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)	Decorate textiles appropriately often before joining components	Pin and tack fabric pieces together
					Understand seam allowance	Combine fabrics to create more useful properties.	Join fabrics using oversewing, back stitch, blanket stitch, or machine stitching
					Join fabrics using running stitch, oversewing, back stitch.		Make quality products
					Explore fastenings and recreate some e.g. sew on buttons and make loops		



		KS 1		KS 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating processes and products	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Say what they like and do not like about items they have made and attempt to say why	Talk about their designs as they develop and identify good and bad points	Identify the strengths and weaknesses of their design ideas	Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.	Use the design criteria to inform their decisions about ways to proceed	Reflect on their work using design criteria stating how well the design fits the needs of the user
	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 	Talk about their designs as they develop and identify good and bad points	Talk about changes made during the making process	Decide which design idea to develop		Justify their decisions about materials and methods of construction.	
	<ul style="list-style-type: none"> Children represent their own ideas, thoughts and feelings through design and technology 	Talk about changes made during the making process	Discuss how closely their finished products meet their design criteria.	Consider and explain how the finished product could be improved.			
		Explore and evaluate a range of existing products.	Explore and evaluate a range of existing products.	Investigate and analyse a range of existing products.	Investigate and analyse a range of existing products.	Investigate and analyse a range of existing products.	Investigate and analyse a range of existing products.



Key Vocabulary

Please note these definitions of key words which need to be understood in the specific context of primary Design and Technology, across all year groups.

Design: 1. plan to do something with a specific purpose in mind
2. do a drawing of something before making it

Designer: 1. a person who creates a plan for something they want to make
2. KS2 – also focus on ‘designer’ as a job title/career, e.g. ‘fashion designer’

Technology: using what we know about Science to help us make useful things

Product: an outcome piece with a function/that does something - not necessarily a thing which can be sold

Brief: the initial instructions that tell us what we need to do in our project

User: the person who we are designing our product for, whose needs/wants must be taken into account.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
design designer materials tools construct design	design designer materials tools brief product evaluate problem-solving	design designer brief product evaluate label technology problem-solving	designer technology product intended user design criteria computer-aided	designer technology product intended user annotated sketch component	designer technology product intended user design criteria cross-sectional diagram	designer technology product intended user design criteria exploded diagram innovation