**Design and Technology**

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|  | **Developing, planning and communicating ideas** | **Working with tools, equipment, materials and components to make quality products** | **Technical skills and knowledge** | | **Evaluating processes and products** | | **Food and Nutrition** | **Environment** |
| **EYFS** | * Have access to construction kits and items to disassemble to develop practical skills and see how things are put together. * Suggest ideas and explain what they are going to do) but not necessarily draw their ideas on paper). * Have access to a variety of components/materials for modelling and developing ideas. | * Make their design/idea (does not have to be drawn on paper) using appropriate techniques. * Use tools e.g. scissors, stapler, cutter, grater, rolling pin and hole punch safely and competently. * Assemble, join and combine materials together using a variety of temporary methods e.g. glues or masking tape. | * Build structures, exploring how they can be improved. * Sometimes practical skills are taught directly. | | * Evaluate their product by asking questions about what they have made and how they have gone about it. * Start to record their experience by, drawing, writing, voice recording or modelling. | | * Begin to understand some of the tools, techniques and processes involved in food production (e.g. taking turns stirring the mixture of a cake and then watching it rise during cooking). * Use basic food handling, hygienic practices and personal hygiene. |  |
| Suggested tools | Construction area; Duplo, lego, foam bricks, waffle bricks, gears, junk, Stickle bricks, wooden blocks, interstar. | Scissors, stapler, cutter, grater, rolling pin, hole punch, glues, masking tape. | Large cardboard boxes, materials such as sheets. | | Paper, pencils, ipads, talking tins, junk. | | Bowls, spoons, weighing scales, recipes, baking tins, oven, soap, water. |  |
| **Vocabulary** | * Building * Making * Scissors * Stapler * Cutter * Grater * Rolling pin * Hole punch * Glue * Masking tape * Cardboard * Paper * Junk modelling * Bowls * Spoons * Weighing scales * Recipe * Baking tins * Oven * Soap * Water * Clean | | | | | | | |
| **Non-Negotiable** |  | | | | | | | |
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| **Year 1** | * Draw on their own experience to help generate ideas. * Suggest ideas and explain what they are going to do. * Identify a target group for what they intend to design and make. * Model their ideas in card and paper. * Develop their design ideas applying findings from their earlier research. | * Make their design using appropriate techniques. * With help measure, mark out, cut and shape a range of materials. * Use tools e.g. scissors and a hole punch safely. * Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. * Use simple finishing techniques to improve the appearance of their product. | * Build structures, exploring how they can be made stronger, stiffer and more stable. * Explore and use mechanisms (e.g. sliders, levers, wheels and axles). | | * Evaluate their product by discussing how well it works in relation to the purpose. * Evaluate their products as they are developed, identifying strengths and possible changes they might make. * Evaluate their product by asking questions about what they have made and how they have gone about it. | | * Select and use appropriate fruit and vegetables, processes and tools. * Use basic food handling, hygienic practices and personal hygiene. * Begin to understand where food comes from. |  |
| Suggested tools |  | Rulers, tape measures, pencils, scissors, hole punch, glue, masking tape, paint, paint brushes, felt tip pens. | Paper, card, scissors, dowling rods, knex, glue gun. | | Evaluation question prompts | | Fruits, vegetables, knives, grater, peeler, spoon, oven, water, soap. |  |
| **Vocabulary** | * Target group * Design * Make * Card * Paper * Research * Measure, mark out, cut, shape * Materials * Scissors * Hole punch * Assemble, join, combine * Glue, masking tape * Appearance * Structures, stronger, stiffer, stable * Mechanisms, sliders, levers, wheels, axles * Evaluate * Strengths * Names of fruits and vegetables * Cooking utensils | | | | | | | |
| **Non Negotiables** |  | | | | | | | |
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| **Year 2** | * Generate ideas by drawing on their own and other people’s experiences. * Develop their design ideas through discussion, observation, drawing and modelling. * Identify a purpose for what they intend to design and make. * Identify simple design criteria. * Make simple drawings and label parts. | * Begin to select tools and materials; use vocabulary to name and describe them. * Measure, cut and score with some accuracy. * Use hand tools safely and appropriately. * Assemble, join and combine materials in order to make a product. * Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. * Choose and use appropriate finishing techniques. | | * Build structures, exploring how they can be made stronger, stiffer and more stable. * Explore and use mechanisms (e.g. sliders, levers, wheels and axles). | * Evaluate against their design criteria. * Evaluate their products as they are developed, identifying strengths and possible changes they might make. * Talk about their ideas, saying what they like and dislike about the product. | * Follow safe procedures for food safety and hygiene. * Have an understanding of where food comes from and explore local food producers. | |  |
| Suggested tools |  | Ruler, tape measure, scissors, hack saws, pencils, glue gun, fabric, needles, thread, binca, paint, paintbrushes. | | Newspaper, paper, card, wheels, dowling rods, knex. | Evaluation question prompts. | Locality – farmers, food producers, supermarkets.  Cookery utensils. | |  |
| **Vocabulary** |  | | | | | | | |
| **Non negotiables** |  | | | | | | | |