**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.
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| 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
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| **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.
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| 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
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| **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.
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| 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**  |  |