



Design and Technology

	Design Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas	Make Planning Practical skills and techniques	Evaluate	Technical Knowledge
Year 6	<p>carry out research; develop a design specification; describe the user, purpose and design features of their products and explain how they will work.</p> <p>generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design.</p>	<p>formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices.</p> <p>follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.</p>	<p>identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements.</p> <p>investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are.</p> <p>know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control and monitor their products; how to reinforce and strengthen a framework; use the correct technical vocabulary.</p>
Year 5	<p>carry out simple research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work.</p> <p>generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design.</p>	<p>formulate lists of resources and step-by-step plans; select suitable tools from a list, equipment, materials and components and explain their choices.</p> <p>follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.</p>	<p>identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements.</p> <p>investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are.</p> <p>know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control and monitor their products; how to reinforce and strengthen a framework; use the correct technical vocabulary.</p>
Year 4	<p>gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work.</p> <p>generate realistic ideas based on user needs; use a range of drawing skills,</p>	<p>order the main stages of making; select suitable tools, equipment, materials and components and explain their choices.</p> <p>follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.</p>	<p>evaluate their ideas and products against their design criteria.</p> <p>investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work.</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use the correct technical vocabulary.</p>

	discussion, prototypes, pattern pieces and computer-aided design.		know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	
Year 3	gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work. generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design.	order the main stages of making; select suitable tools, equipment, materials and components and explain their choices. follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.	evaluate their ideas and products against their design criteria. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use the correct technical vocabulary.
Year 2	use simple design criteria; state what their products are, who and what they are for and how they will work. generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers.	plan by suggesting what to do next; select from a range of tools, equipment, materials and components. follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.	make simple judgements about their products and ideas against design criteria explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them	know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary.
Year 1	use simple design criteria; state what their products are and who they are for generate ideas using their own experiences and existing products; use talk and drawing to build on their ideas, model ideas in card and paper	plan by suggesting what to do next; select from a range of tools, equipment, materials and components. follow procedures for safety and hygiene; measure with some support, mark out, cut and shape a range of materials	make simple judgements about how well their product works in relation to the purpose identify strengths and weaknesses and possible changes	know about a variety of tools (scissors, hole punch etc.) how to use tools safely how to assemble, join and combine materials and components together
Reception	Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings.	40-60 EAUMAM Experiments to create different textures . •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect . •Constructs with a purpose in mind, using a variety of resources.	•Selects appropriate resources and adapts work where necessary. •Selects tools and techniques	Bi 40-60 Create simple representations of events, people and objects Uses simple tools and techniques competently and appropriately.
Pre School	Begin to be interested in the texture of things		BI 30-50 Uses various construction materials. 30-50 EAUMAM •Beginning to be interested in and describe the texture of things. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance.	BI 30-50 •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words EAUMAM 3-0-50 Realises tools can be used for a purpose.
	Exploring and using media and materials:			

	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings.
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Cooking and nutrition

	Where food comes from	Food preparation & cooking	Healthy eating
Year 6	know that food is grown, reared and caught in the UK, Europe and the wider world; that seasons may affect the food available; how food is processed into ingredients.	know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source	that different food and drink contain nutrients, water and fibre that are needed for health.
Year 5	know that food is grown, reared and caught in the UK, Europe and the wider world. Wider environmental impact – food miles, mass farming	use the most appropriate ingredients and equipment to plan and cook a range of dishes	modifying recipes
Year 4	know that food is grown, reared and caught in the UK, Europe and the wider world.	know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body.	that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body.
Year 3	understand different stages in producing and processing food (inc flour, vegetables, fruit, meat)	consideration healthy eating advice, the needs of different people and occasion	know that everyone should eat at least five portions of fruit and vegetables a day; different types and amounts of food are needed for health: five food groups
Year 2	know that food comes from plants or animals and that it is farmed or caught.	know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups;	know that everyone should eat at least five portions of fruit and vegetables a day. Different types and amounts of food are needed for health: five food groups Fruit and vegetables; Potatoes, bread, rice, pasta and other starchy carbohydrates; Beans, pulses, fish, eggs, meat and other proteins; Dairy and alternatives; Oil and spreads
Year 1	People choose different types of food for different reasons;	Buying, storing, preparing and cooking food safely and hygienically are vital for health	Different types and amounts of food are needed for health: five food groups
Reception	different fruit and vegetables are ready to eat at different times of the year (in different seasons) that some of our food comes from plants, but we cannot eat all plants, and describe what a plant needs in order to grow well to name and discuss places where food comes from, e.g. shops, supermarket, garden, allotment, farm 40-60 The World; World They make observations of animals and plants and explain why some things occur, and talk about changes.	assemble their own seasonal salad by selecting and combining ingredients 40 -60 health and self-care Eats a healthy range of foodstuffs and understands need for variety in food.	Food and water are a basic requirement for life Different types and amounts of food are needed for health Being active is important for health 40 -60 health and self-care Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Pre School	Food is from a plant or an animal. Food comes from different places. Name a range of fruits and vegetables 30-50 The World; World	Know that food must be prepared and cooked hygienically and safely before it is eaten. Name equipment and skills being used.	Understand that explain that it is important to eat lots of different fruit and vegetables to stay healthy 30-50 health and self-care Observes the effects of activity on their bodies

	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Talk about the effect the preparation is having on the ingredients by questioning the children as each ingredient is prepared <ul style="list-style-type: none">•30-50 health and self-care Understands that equipment and tools have to be used safely.	
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Useful websites:

<https://www.foodafactoflife.org.uk/>