DESIGN AND TECHNOLOGY

	EYFS	Years 1 & 2	Years 3 & 4	Year 5 & 6
COOKING AND NUTRITION		Year 1 • Begin to understand where food comes from • Prepare simple dishes using knowledge of healthy food. Year 2 • Use basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from	Year 3 • Apply principles of a healthy, varied diet when preparing variety of savoury dishes • Apply understanding of seasonality and its link to ingredients Year 4 • Know where and how a variety of ingredients are grown, reared, caught, and processed	Year 5 • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Year 6 • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Know where and how a variety of ingredients are grown, reared, caught, and processed and its impact on meal design. • Develop crucial life skill of feeding themselves and others affordably and well.
DESIGN		Year 1 • Design simple products that work and look appealing. • Discuss and draw ideas and use ICT to communicate. Year 2 • Design products for others and themselves that are purposeful, functional, and appealing. • Generate, develop, model, and communicate ideas through talking, drawing, templates and ICT	Year 3 • Communicate ideas using different strategies e.g. discussion, sketch. • Use research to inform design. • Take risks to become innovative and resourceful. Year 4 • Communicate, generate, and develop ideas using a range of strategies e.g. prototypes, pattern pieces. • Use research to inform design and develop design criteria. • Take risks to become innovative and resourceful	Year 5 • Communicate, generate, develop, and model ideas using a range of strategies e.g. computer-aided-design, cross-sectional and exploded diagrams. • Use research to inform design and generate own design criteria. • Communicate, generate, and develop ideas, drawing on other disciplines e.g. science, maths, computing. • Confidently take calculated risks to become innovative, resourceful, and enterprising Year 6 • Communicate, generate, and develop ideas, drawing on other disciplines e.g. science, maths, computing. • Use research to inform innovative design and generate own design criteria. • Confidently take calculated risks to become innovative, resourceful, and enterprising
EVALUATE	• Use what they have learned about media and materials in original ways, thinking about uses and purpose. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play, and stories. • Safely use and explore a variety of materials, tools, and techniques • Experiment with colour, design, texture, form, and function. • Use what they have learned about media and materials in original ways, thinking about uses and purposes	Year 1 • Explore existing products e.g. home, school. • Discuss own ideas and designs. Year 2 • Explore and evaluate a range of existing products e.g. home, school. • Evaluate own ideas and designs against given design criteria	Year 3 • Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work. • Investigate a range of existing products that address real / relevant problems, in a range of relevant contexts e.g. home, leisure, school. Year 4 • Evaluate own and others' work suggesting improvements and consider the views of others to improve their work. • Investigate a range of existing products in a range of relevant contexts e.g. culture, industry	Year 5 • Generate own design criteria and evaluate ideas and products against these. • Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts. • Understand how key events and individuals in D&T helped to shape the world. Year 6 • Generate own design criteria and critique ideas and products against these. • Explain and understand how key events and individuals in D&T helped to shape the world
MAKE		Year 1 • Use a range of materials and components e.g. construction, textiles, and ingredients. • Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish. Year 2 • Select from and use a wide range of materials and components (according to their characteristics) e.g. construction, textiles, and ingredients. • Select from and use a wide range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish	Year 3 • Select from and use a wide range of tools, equipment, materials, and components accurately. Year 4 • Select from and use a wider range of tools, equipment, materials, and components accurately to make prototypes	Year 5 • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials, and components accurately to make high quality prototypes. Year 6 • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials, and components accurately to make high quality prototypes
TECHNICAL KNOWLEDGE		Year 1 • Start to build structures, exploring ways to stiffen, stable and strengthen. • Explore simple mechanisms. Year 2 • Build structures, exploring ways to stiffen, stabilise and strengthen. • Explore and use mechanisms e.g. levers, wheels, and axles	Year 3 • Apply understanding of how to strengthen, stiffen and reinforce structures. • Identify range of mechanical systems and how they work (gears, pulleys, cams, levers, and linkages) Year 4 • Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures. • Use computing to program, monitor and control products. • Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers, and linkages) • Use understanding of electrical systems (series circuits, switches, bulbs, and motors)	Year 5 • Construct more complex structures by applying range of strategies to solve real / relevant problems. • Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products. • Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers, and linkages) • Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs, and motors) Year 6 • Construct more complex structures by applying range of strategies in order to solve real / relevant problems. • Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products. • Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers, and linkages) • Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs, and motors)