**Early Years**

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|  | **ELG Statements**  *(Endpoints children will achieve)* | **Substantive – Practical Knowledge**  *(Design, Make, Evaluate,)* | **Disciplinary Technical Knowledge** | **Concepts**  *(Resilience, Ambition)* | **Vocabulary** | **Culture**  *(How is a love of Design fostered school wide? How is DT represented across the curriculum? What enrichment opportunities for each topic are there?)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Nursery** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Use various construction materials, e.g. joining pieces, stacking vertically and horizontally,  balancing, making enclosures and creating spaces.  • Use tools for a purpose. | Use one-handed tools and equipment, including scissors, paintbrushes and **cutlery**. | Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Choose the right resource to carry out their own plan.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures. | Gaining different experiences of ‘thinking through’ what they want to join or build.  Exploring different materials and their textures.  Developing their own ideas whilst exploring different materials and deciding on how to use them. | Materials  Textures  Explore  Build  Join  Tools  Plan | Planned practical activities where children can explore and develop their own ideas.  A variety of toy tools and role play situations available.  Outside learning area with a workbench and tools.  Different materials available for the children to explore in lessons.  Planned activities linked to cooking and using cutlery (small tools). |
| **Reception** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Use various construction materials, e.g. joining pieces, stacking vertically and horizontally,  balancing, making enclosures and creating spaces.  • Use tools for a purpose. | Return to and build on their previous learning, refreshing ideas and developing their ability to represent them.  Use one-handed tools and equipment, including scissors, paintbrushes and **cutlery**. | Create collaboratively sharing ideas, resources and skills.  Choose the right resource to carry out their own plan.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures. | Building on the different experiences they have gained.  Creating ideas and sharing resources and skills with their peers.  Exploring new materials and textures.  Exploring and using new tools.  Developing fine motor skills. | Materials  Textures  Explore  Build  Join  Tools  Plan  Share  Use safely | Planned practical activities where children can explore and develop their own ideas.  A variety of toy tools and role play situations available.  Outside learning area with a workbench and tools.  Different materials available for the children to explore in lessons.  Planned activities linked to cooking and using cutlery (small tools). |

**Key Stage 1**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive – Practical Knowledge**  *(Design, Make, Evaluate,)* | **Disciplinary Technical Knowledge** | **Concepts**  *(Resilience, Ambition)* | **Vocabulary** | **Culture**  *(How is a love of Design fostered school wide? How is DT represented across the curriculum? What enrichment opportunities for each topic are there?)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Year 1 – To plan and make a fruit salad.** | To design purposeful, functional, appealing products for themselves and other users based on a design criteria.  Select from and use a range of tools and equipment to perform practical tasks.  Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from. | Know how to create and develop a purposeful product based on a design- criteria.  To know food comes from either a plant or an animal.  To cut food safely and use basic food hygiene.  Know how to evaluate their product by identifying what went well, what was challenging and whether it met the original design criteria. | Use own ideas to make something.  Begin to use simple finishing techniques to improve the appearance of their products.  Cut food safely and use basic food hygiene. | Talk about ideas and examples of how the DT product is used in real life.  Build on the different experiences and skills they have gained from previous years.  Create ideas and share resources and skills with their peers.  Explore new materials, equipment and tools. | Design  Design Criteria  Product  Tools  Equipment  Make  Evaluate  Technical Vocabulary  Healthy diet  Ingredients  Dishes | Design and Technology becomes a natural, embedded element of the school curriculum linking well to half termly topics in each year group. Design and Technology will provide children with inspiring opportunities to use creativity and imagination to design, make and evaluate their own products. |
| **Year 2 – To plan and make a healthy salad.** | To design purposeful, functional, appealing products for themselves and other users based on a design criteria.  Select from and use a range of tools and equipment to perform practical tasks.  Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from. | Know how to create and develop a purposeful, functional product based on a design criteria.  Know how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  Know and understand seasonality and know where and how a variety of ingredients are grown.  Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. | Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.  Use the basic principles of a healthy and varied diet to prepare dishes.  Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. | Talk about ideas and examples of how the DT product is used in real life.  Build on the different experiences and skills they have gained from previous years.  Create ideas and share resources and skills with their peers.  Explore new materials, equipment and tools. | Design  Design Criteria  Product  Tools  Equipment  Make  Evaluate  Technical Vocabulary  Healthy diet  Ingredients  Dishes | Design and Technology becomes a natural, embedded element of the school curriculum linking well to half termly topics in each year group. Design and Technology will provide children with inspiring opportunities to use creativity and imagination to design, make and evaluate their own products. |

**Key Stage 2**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive – Practical Knowledge**  *(Design, Make, Evaluate,)* | **Disciplinary Technical Knowledge** | **Concepts**  *(Resilience, Ambition)* | **Vocabulary** | **Culture**  *(How is a love of Design fostered school wide? How is DT represented across the curriculum? What enrichment opportunities for each topic are there?)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Years 3/4 – To plan and make Anglo Saxon cakes or biscuits.** | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and computer-aided designs.  Select from and use a wider range of tools and equipment to perform practical tasks.  Select from and use a wider range of materials and components.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and computer-aided designs.  Select from and use a wider range of tools and equipment to perform practical tasks.  Understand how key events and individuals in DT have helped shape the world. | Know how to create and develop a design criteria for a purposeful product. This may include annotated sketches, prototypes and computer-aided designs.  Know how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  Know and understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. | Understand and apply the principles of a healthy and varied diet.  Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.  Carry out finishing techniques that have been modelled by the teacher. | Talk about ideas and examples of how the DT product is used in real life.  Build on the different experiences and skills they have gained from previous years.  Create ideas and share resources and skills with their peers.  Explore new materials, equipment and tools. | Design  Design Criteria  Product  Equipment  Make  Evaluate  Technical Vocabulary  Healthy diet  Ingredients  Seasonality  Dishes | Design and Technology becomes a natural, embedded element of the school curriculum linking well to half termly topics in each year group. Design and Technology will provide children with inspiring opportunities to use creativity and imagination to design, make and evaluate their own products. |
| **Year 5 – To plan and make a movable river animal with levers and linkages** | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and computer-aided designs.  Select from and use a wider range of tools and equipment to perform practical tasks.  Select from and use a wider range of materials and components.  Understand how key events and individuals in DT have helped shape the world. | Know how to create and develop a design criteria for a purposeful product. This may include annotated sketches, prototypes and computer-aided designs.  Select appropriate materials, tools and technique (e.g. cutting, shaping, joining and finishing) accurately.  Understand and use mechanical systems in their products (for example, levers and linkages).  Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. Know the impact or purpose of their design and technology product in relation to everyday life. | Understand and use mechanical systems in their products (for example, levers and linkages).  Select appropriate materials, tools and technique (e.g. cutting, shaping, joining and finishing) accurately.  Name and use a range of tools and equipment competently.  Select from and use a wider range of materials and components, including construction materials. | Talk about ideas and examples of how the DT product is used in real life.  Build on the different experiences and skills they have gained from previous years.  Create ideas and share resources and skills with their peers.  Explore new materials, equipment and tools.  How to evaluate their own design criteria and consider the views of others to improve their work. | Design  Design Criteria  Prototypes  Product  Materials  Components  Tools  Equipment  Make  Joining  Finishing  Evaluate  Technical Vocabulary | Design and Technology becomes a natural, embedded element of the school curriculum linking well to half termly topics in each year group. Design and Technology will provide children with inspiring opportunities to use creativity and imagination to design, make and evaluate their own products. |
| **Year 6 - To plan and make a World War 2 dessert dish following the recipes linked to rationing.** | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and computer-aided designs.  Select from and use a wider range of tools and equipment to perform practical tasks.  Understand how key events and individuals in DT have helped shape the world.  Understand and apply the principles of a healthy and varied diet.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | Know how to create and develop a design criteria for a purposeful product. This may include annotated sketches, prototypes and computer-aided designs.  Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.  Know how to use a range of techniques, such as peeling, chopping, slicing, mixing, spreading, kneading, decorating and baking.  Know how to apply the principles of a healthy and varied diet.  Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. Know the impact or purpose of their design and technology product in relation to everyday life. | Understand and apply the principles of a healthy and varied diet.  Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.  Know how to prepare and cook a variety of dishes safely and hygienically, including where appropriate, the use of a heat source.  Understand how to use a range of techniques, such as peeling, chopping, slicing, mixing, spreading, kneading, decorating and baking.  Carry out finishing techniques that have been modelled by the teacher. | Talk about ideas and examples of how the DT product is used in real life.  Build on the different experiences and skills they have gained from previous years.  Create ideas and share resources and skills with their peers.  Explore new materials, equipment and tools.  How to evaluate their own design criteria and consider the views of others to improve their work. | Design  Design Criteria  Prototypes  Materials  Ingredients  Components  Tools  Equipment  Make  Cutting  Finishing  Evaluate  Technical Vocabulary  Seasonality  Reared, caught, processed | Design and Technology becomes a natural, embedded element of the school curriculum linking well to half termly topics in each year group. Design and Technology will provide children with inspiring opportunities to use creativity and imagination to design, make and evaluate their own products. |
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