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| **DT – Early Years** | | | |
| Three and Four-Year-Olds | Personal, Social and Emotional Development | | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. |
| Physical Development | | * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. |
| Understanding the World | | * Explore how things work. |
| Expressive Arts and Design | | * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * 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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |
| Reception | Physical Development | | * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor. |
| Expressive Arts and Design | | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. |
| ELG | Physical Development | Fine  Motor Skills | * Use a range of small tools, including scissors, paintbrushes and cutlery. |
|  | Expressive Arts and Design | Creating  with Materials | * 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. |

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| **DT** | **Year 1** | | **Year 2** | **Year3** | | **Year 4** | **Year 5** | **Year 6** |
| **Autumn - *Food tech***  **Spring - Structures**  **Summer - Sliders and Levers** | | **Autumn - *Textiles***  **Spring - Food Tech**  **Summer - Wheels and axls** | **Autumn - *Food tech***  **Spring - Structures**  **Summer -Mechanical Systems** | | **Autumn - *Electrical systems***  **Spring - Food Tech**  **Summer - Textiles and structures** | **Autumn - *Switches and circuits***  **Spring - Structures and mechanical systems**  **Summer -Food Tech** | **Autumn - *Textiles***  **Spring - N/A**  **Summer -Food Tech** |
| **End of Key Stage Expectations** | ***Design***  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  ***Make***  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  ***Evaluate***  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria  ***Technical knowledge***  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | | | ***Design***  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  ***Make***  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  ***Evaluate***  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  ***Technical knowledge***  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. | | | | |
| **Materials** | Fold, tear and cut paper or card.  Investigate strengthening sheet materials.  Roll paper to create tubes.  Demonstrate a range of joining techniques such as gluing or taping.  Measure and mark out lines. | | Demonstrate a range of joining techniques such as gluing, taping or creating hinges.  Cut materials safely using tools provided.  Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.  Use simple pop-ups. | Measure and mark out accurately.  Cut materials accurately and safely by selecting appropriate tools.  Cut slots. | Measure and mark out to the nearest mm.  Use and explore complex popups.  Cut slots and internal shapes.  Create nets. | | Cut materials with precision.  Cut accurately and safely to a marked line.  Join/combine materials with temporary, fixed or moving joints. | Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).  Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. |
| **Construction ,mechanics and electronics** | Mark out materials to be cut using a template.  Attach wheels to chassis using an axle.  With support cut strip wood/dowel using a hacksaw.  Make vehicles with construction kits which contain free running wheels. | | Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.  Use materials to practise drilling, screwing, nailing and gluing to strengthen products. | Create series circuits.  Strengthen frames using diagonal struts.  Begin to use mechanical systems in their products e.g. gears, pulleys and levers. | Create series and parallel circuits.  Investigate how to make structures more stable e.g by widening the base.  Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears. | | Control a model using an ICT control model.  Use a glue gun with close supervision.  Join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. | Create circuits that employ a number of components (such as LEDs, resistors and transistors).  Cut wood accurately to 1mm. Build frameworks using a range of materials e.g. wood, card and corrugated plastic.  Use a cam to make an up and down mechanism. |
| **Design throughout history** | Explore objects and designs to identify likes and dislikes.  Explore how products have been created. | | | Disassemble products to understand how they work.  Improve on existing designs, giving reasons for choices.  Identify some of the great designers in different areas of study to generate ideas from their designs. | | | Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products to create their own innovative designs. | |
| **Cooking and nutrition** | *End of Key stage Expectations* | Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from. | | Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | |
| Understand where food comes from.  Group familiar food products e.g. fruit and vegetables.  Cut ingredients safely.  Prepare simple dishes-safely and hygienically-without using a heat source. | | Group foods into the five groups in The Eatwell Plate.  Cut, grate or peel ingredients safely.  Prepare simple dishes-safely and hygienically-without using a heat source.  Measure or weigh using cups or electronic scales. | Cut materials accurately and safely by selecting appropriate tools.  Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.  Measure and weigh ingredients appropriately.  Follow a recipe. | Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  Measure ingredients using scales.  Prepare ingredients hygienically and using the appropriate utensils by following a recipe. | | Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking.  Measure accurately using different equipment.  Create recipes, including  ingredients, methods, cooking times and temperatures.  Understand the importance of correct storage and handling of ingredients. | Combine ingredients appropriately e.g. beating or rubbing.  Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  Create and refine recipes, including ingredients, methods, cooking times and temperatures. |
| **Design, make evaluate and improve** | Explain what they are making and which materials they are using.  Design products that have a clear purpose and an intended user.  Use pictures and words to convey what they want to make.  Make products, using a range of tools to cut, shape, join and finish.  Say what they like and don’t like about their product and explain why.  Talk about how closely their finished product meets their design criteria.  Begin to use software to represent 2D designs. | | | Investigate existing products, including drawing them to analyse and understand how they are made.  Plan a sequence of actions to make a product.  Develop more than one design.  Develop prototypes.  Generate designs with annotated sketches and computer-aided design (CAD) where appropriate.  Refine work and techniques as work progresses, continually evaluating the product design.  Identify strengths and weaknesses of their design ideas.  Talk about how closely their finished product meets their design criteria and meets the need of the user. | | | Undertake research to inform design process. This may include surveys and interviews.  Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.  Consider the views of others when evaluating their own work.  Ensure products have a high quality finish, using art skills where appropriate.  Justify their decisions about materials and methods of construction.  Make suggestions on how their design/product could be improved. | |