



## Design & Technology Skills & Knowledge 4YR Overview

YEAR A	EYFS			
	BIRTH-3 YEARS	3-4YEARS	RECEPTION	ELG'S
	<ul style="list-style-type: none"> <li>Develop manipulation and control. (PD)</li> <li>Explore different materials and tools. (PD)</li> <li>Explore different materials, using all their senses to investigate them. (EAD)</li> <li>Manipulate and play with different materials. (EAD)</li> <li>Use their imagination as they consider what they can do with different materials. (EAD)</li> <li>Make simple models which express their ideas.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>Choose the right resources to carry out their own plan. (PD)</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)</li> <li>Develop their own ideas and then decide which materials to use to express them.(EAD)</li> <li>Join different materials and explore different textures. (EAD)</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</li> <li>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.(EAD)</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>Create collaboratively sharing ideas, resources and skills.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD)</b></li> <li><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</b></li> <li><b>Share their creations, explaining the process they have used. EAD</b></li> </ul>
<b>Key Stage I</b>				
<b>Home Sweet Home</b>		<b>Exploration and Survival (cancelled due to lockdown)</b>	<b>Animals (previously Going for Gold)</b>	
Mechanisms - wheels and axles for a space vehicle		Food- Salads	Fabric – Bunting – cancelled due to covid.	
<b>Design</b>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>		<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	
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<b>Make</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Select materials from a limited range.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>
<b>Evaluate</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2 -</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>
<b>Technical Knowledge</b> <b>(Select as appropriate to the focus of the design and technology focuses in the year group)</b>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Attach wheels to a chassis using an axle.</li> <li>▶ Know some different ways of making things move in a 2-D plane.</li> </ul>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> </ul>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> </ul>

<b>Cooking &amp; Nutrition</b>	N/A	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> </ul>	N/A
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<b>YEAR B</b>				
	<b>EYFS</b>			
	<b>BIRTH-3 YEARS</b>	<b>3-4YEARS</b>	<b>RECEPTION</b>	
	<ul style="list-style-type: none"> <li>• Develop manipulation and control. (PD)</li> <li>• Explore different materials and tools. (PD)</li>   <li>• Explore different materials, using all their senses to investigate them. (EAD)</li> <li>• Manipulate and play with different materials. (EAD)</li> <li>• Use their imagination as they consider what they can do with different materials. (EAD)</li> <li>• Make simple models which express their ideas.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>• Choose the right resources to carry out their own plan. (PD)</li>   <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)</li> <li>• Develop their own ideas and then decide which materials to use to express them.(EAD)</li> <li>• Join different materials and explore different textures. (EAD)</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</li>   <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.(EAD)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>• Create collaboratively sharing ideas, resources and skills.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD)</b></li>   <li>• <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</b></li> <li>• <b>Share their creations, explaining the process they have used. EAD</b></li> </ul>
<b>Key Stage I</b>				
	<b>History of Britain</b>	<b>The Hot and Cold World (Lockdown)</b>	<b>The Planet</b>	
	Textiles - delightful Christmas Decorations.	Structure - Making a Packed Lunchbox	Food - Making Dishes from Around the world.	

<b>Design</b>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Explore ideas by rearranging materials.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>
<b>Make</b>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Select materials from a limited range.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>

<b>Evaluate</b>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p><b>Yr 2 -</b></p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p><b>Yr 2 –</b></p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>
<b>Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)</b>	<p><b>KSI-</b></p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> </ul>	<p><b>KSI-</b></p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> <li>▶ Know how to make a simple structure more stable.</li> </ul>	<p><b>KSI-</b></p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> </ul>
<b>Cooking &amp; Nutrition</b>	N/A	n/A	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> </ul>

EYFS				
YEAR C	BIRTH-3 YEARS	3-4YEARS	RECEPTION	ELG'S
	<ul style="list-style-type: none"> <li>Develop manipulation and control. (PD)</li> <li>Explore different materials and tools. (PD)</li> <li>Explore different materials, using all their senses to investigate them. (EAD)</li> <li>Manipulate and play with different materials. (EAD)</li> <li>Use their imagination as they consider what they can do with different materials. (EAD)</li> <li>Make simple models which express their ideas.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>Choose the right resources to carry out their own plan. (PD)</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)</li> <li>Develop their own ideas and then decide which materials to use to express them.(EAD)</li> <li>Join different materials and explore different textures. (EAD)</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</li> <li>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.(EAD)</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>Create collaboratively sharing ideas, resources and skills.(EAD)</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD)</b></li> <li><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</b></li> <li><b>Share their creations, explaining the process they have used. EAD</b></li> </ul>
Key Stage I				
All Roads lead to Home		Survival	Out of this world	
Structures- Making a windmill		Food - Salads	Textiles - Robot Puppet.	
<b>Design</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	

<b>Make</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using. Discuss their work as it progresses.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Select materials from a limited range.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>
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<b>Cooking &amp; Nutrition</b>	N/A	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> </ul>	N/A
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<b>YEAR D</b>		<b>EYFS</b>		
	<b>BIRTH-3 YEARS</b>	<b>3-4YEARS</b>	<b>RECEPTION</b>	<b>ELG'S</b>
	<ul style="list-style-type: none"> <li>• Develop manipulation and control. (PD)</li> <li>• Explore different materials and tools. (PD)</li>   <li>• Explore different materials, using all their senses to investigate them. (EAD)</li> <li>• Manipulate and play with different materials. (EAD)</li> <li>• Use their imagination as they consider what they can do with different materials. (EAD)</li> <li>• Make simple models which express their ideas. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>• Choose the right resources to carry out their own plan. (PD)</li>   <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)</li> <li>• Develop their own ideas and then decide which materials to use to express them. (EAD)</li> <li>• Join different materials and explore different textures. (EAD)</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</li>   <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>• Create collaboratively sharing ideas, resources, and skills. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD)</b></li>   <li>• <b>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. (EAD)</b></li> <li>• <b>Share their creations, explaining the process they have used. EAD</b></li> </ul>
<b>No Place like Home</b>		<b>The Art of Food</b>	<b>Changes and more changes</b>	
Mechanisms & Structures - Moving Christmas Card		Food – Dips and Dippers	Textiles- Fabric Faces	
<b>Design</b>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are</li> </ul>	<p><b>Yr 1-</b></p> <ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul> <p><b>Yr 2-</b></p> <ul style="list-style-type: none"> <li>▶ Propose more than one idea for their</li> </ul>	

	<p>product.</p> <ul style="list-style-type: none"> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>	<p>developed.</p> <p>Add notes to drawings to help explanations.</p>	<p>product.</p> <ul style="list-style-type: none"> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> </ul>
<b>Make</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Select materials from a limited range.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> </ul>
<b>Evaluate</b>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2 -</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> </ul>
<b>Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)</b>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Know some different ways of making things move in a 2-D plane.</li> </ul>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> </ul>	<p>KSI-</p> <ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> </ul>

<b>Cooking &amp; Nutrition</b>	N/A	<p>Yr 1-</p> <ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul> <p>Yr 2-</p> <ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> </ul>	N/A
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