



Design & Technology Skills & Knowledge 4YR Overview

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

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

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

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

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

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

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

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

	<p>product.</p> <ul style="list-style-type: none"> ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations. 	<p>developed.</p> <p>Add notes to drawings to help explanations.</p>	<p>product.</p> <ul style="list-style-type: none"> ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations.
Make	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Select materials from a limited range. ▶ Explain what they are making. ▶ Name the tools they are using. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Select materials from a limited range. ▶ Explain what they are making. ▶ Name the tools they are using. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Explain what they are making. ▶ Name the tools they are using. ▶ Select materials from a limited range. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why.
Evaluate	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why. <p>Yr 2 -</p> <ul style="list-style-type: none"> ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria.
Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	<p>KS1-</p> <ul style="list-style-type: none"> ▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques. ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials. ▶ Know how to make a simple structure more stable. ▶ Know some different ways of making things move in a 2-D plane. 	<p>KS1-</p> <ul style="list-style-type: none"> ▶ Start to use technical vocabulary. 	<p>KS1-</p> <ul style="list-style-type: none"> ▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques.

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