DT Pupils should be taught….	EYFS	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**	
DESIGN **To design purposeful, functional, appealing products for themselves and other users based on design criteria (KS1)** **To 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 (KS2)** **To generate, develop, model and communicate their ideas through talking, drawing, templates,** **mock-ups and, where appropriate, information** **and communication technology (KS1)** **To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (KS2)**	Develop their own ideas and then decide which materials to use to express them.	Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research	Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation , drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts	Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing	Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs	Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas	Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques	
MAKE **To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]**	Select and use activities and resources, with help when needed. Choose the right resources to carry out their own plan. Use one-handed tools and	Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools e.g. scissors and a hole punch safely Assemble, join and combine materials and	Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately	Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely	Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately	Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry	Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately	

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	equipment, for example, making snips in paper with scissors. 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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product	Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques	Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product	Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques	ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Cut and join with accuracy to ensure a good-quality finish to the product	Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product
EVALUATE **explore and evaluate a range of existing products** **evaluate their ideas and products against design criteria** **understand how key events and individuals in design and technology have helped shape the world (KS2)**	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used.	Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it	Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	Evaluate their product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate familiar products	Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests	Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved

TECHNICAL KNOWLEDGE **build structures, exploring how they can be made stronger, stiffer and more stable (KS1)** **apply their understanding of how to strengthen, stiffen and reinforce more complex structures (KS2)** **explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (KS1)** **understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (KS2)** **apply their understanding of computing to program, monitor and control their products (KS2)**	Use a range of small tools, including scissors, paintbrushes and cutlery.	**build structures, exploring how they can be made stronger, stiffer and more stable (KS1)** **Explore and use sliders, axels and wheels in their products.**	**build structures, exploring how they can be made stronger, stiffer and more stable (KS1)** **Explore and use levers in their products.** **Demonstrate how to cut, shape and join fabric to make a simple product.** **Use basic sewing techniques.**	**Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.**	**Know how mechanical systems such as cam, pulleys or gears create movement.**	**Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.** **Understand that mechanical and electrical systems have an input, process and output.**	**Know how to strengthen and reinforce a 3D framework.**	
COOKING AND NUTRITION **use the basic principles of a healthy and varied diet to prepare dishes** **understand where food comes from (KS1)** **prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)**								

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (KS2)								