

Design and Technology			
End of EYFS (Expressive Arts and Design -EA&D)		Essential opportunities Key stage 1	Essential opportunities Key stage 2
Creating with Materials	<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. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<p>Design and Technology</p> <p>Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Cooking and Nutrition</p> <p>Pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be instilled with a love of cooking and that it is also a crucial life skill that enables pupils to feed themselves and others affordably and well.</p>	
		<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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. <p>Make</p> <ul style="list-style-type: none"> • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products 	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individual 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 <p>Make</p> <ul style="list-style-type: none"> • Select from a wider range of tools and equipment to perform practical task (for example cutting, shaping, joining and finishing) • Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work • Understand how key events and individuals in design technology have helped shape the world <p>Technical knowledge</p>
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		

Assessment Progression Map

		<ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • 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. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 	<ul style="list-style-type: none"> • 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 programme, monitor and control their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • 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 the seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6

Assessment Progression Map

Mastering practical skills	Food	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Cut, peel or grate ingredients safely and hygienically • Measure or weigh using measuring cups or electronic scales • Assemble or cook ingredients 	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe • Assemble or cook ingredients (controlling the temperature in the oven or hob if cooking) 	<ul style="list-style-type: none"> • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. • Demonstrate a range of baking and cooking techniques, preparing and cooking a variety of predominantly savoury dishes • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe • Create and refine recipes including ingredients, methods, cooking times and temperatures
----------------------------	------	---	--	---

Assessment Progression Map

Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provides • Measure and mark out to the nearest centimetre • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools • Measure and mark out to the nearest millimetre • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with the appropriate tools (such as sanding wood after cutting or more precise scissor cut after roughly cutting out a shape) • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of the fabric might require sharper scissors than would be used to cut paper)
Textiles	<ul style="list-style-type: none"> • Shape textiles using templates • Join textiles using running stitch • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) 	<ul style="list-style-type: none"> • Understand the need for seam allowance • Join textiles with appropriate stitching • Select the most appropriate techniques to decorate textiles 	<ul style="list-style-type: none"> • Join textiles using a combination of stitching techniques, taking into account their functional and aesthetic qualities • Use the qualities of materials to create suitable, visual and tactile effects in the decoration of textiles. • Create objects (e.g. a cushion) that employ seam allowance)

Assessment Progression Map

Electrics and electronics	<ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) 	<ul style="list-style-type: none"> Use electrical systems in products such as series and/or parallel circuits 	<ul style="list-style-type: none"> Understand and use electrical systems in products, incorporating a range of components such as buzzers and motors
Computing	<ul style="list-style-type: none"> Model designs using software 	<ul style="list-style-type: none"> Control and monitor models using software designed for this purpose 	<ul style="list-style-type: none"> Write code to monitor models and products
Construction	<ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing to make and strengthen products, make them stiffer or more stable. 	<ul style="list-style-type: none"> Choose suitable techniques to construct products or repair items. Strengthen materials using suitable techniques 	<ul style="list-style-type: none"> Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding) Apply understanding of how to strengthen, stiffen and reinforce more complex structures.
Mechanics	<ul style="list-style-type: none"> Create products using levers, wheels, sliders and axles and winding mechanisms 	<ul style="list-style-type: none"> Use scientific knowledge (e.g. forces) to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) 	<ul style="list-style-type: none"> Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages Convert rotary motion to linear using cams Use innovative combinations of electronics (or computing) and mechanics in product design

Assessment Progression Map

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To design and make, taking inspiration from design throughout history</p>	<ul style="list-style-type: none"> • Design products with a clear purpose and an intended user • Use software to design • Develop their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology • Make products refining the design as work progresses • Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. • Select from and use a wide range of materials and components including construction material. Textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> • Design functional, appealing products based on design criteria that are fit for purpose and designed with the user in mind • Identify some of the great designers to generate ideas for designs • Develop ideas through the use of discussion, annotated sketches and computer-aided design • Improve upon existing designs, giving reasons for choices. • Make products by working efficiently and carefully selecting materials 	<ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against own design criteria and consider the views of other to improve work • Understand how key events and individuals I design technology have helped shape the world • Make products through stages of prototypes, making continual refinements • Ensure products have a high quality finish, using art skills where appropriate
--	--	---	--

Assessment Progression Map

To evaluate	<ul style="list-style-type: none">• Explore objects and designs to identify likes and dislikes• Suggest improvements to existing designs• Explore and evaluate a range of existing products (including identifying how they have been created)	<ul style="list-style-type: none">• Disassemble existing products to understand how they work• Refine product and techniques as work progresses, continually evaluating the product design	<ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and designed with the user in mind, improving upon existing products where appropriate• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices• Develop ideas through the use of e.g. discussion. Annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design, deciding on the most appropriate way to represent designs
-------------	--	---	--