



| Elements of the D&T Curriculum | Design   | Making  | Evaluating   | Technical Knowledge   | Cooking and Nutrition  |
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| EYFS -                         | <p>To select appropriate materials and tools to effect the intended changes to materials.</p> <p>To construct with a purpose in mind using a variety of resources.</p> | <p>To use simple tools to effect changes to materials (i.e cutting materials with scissors, or pressing shapes into clay) showing some accuracy and control.</p>  | <p>To revisit a constructed object and make improvements on the previous design (Strengthening, improving or for aesthetic reasons).</p>   | <p>To understand that different media can be used to create different effects.</p> <p>To understand the intended purpose for different tools.</p>   | <p>To understand the need for variety in our diet and the basic food groups we consume (Vegetables, fruits, meat, dairy products)</p>  |
| Year 1                         | <p>To communicate ideas and designs through talking, drawing and modelling.</p> <p>To begin to label drawings and models with key elements of the design.</p>          | <p>To select appropriate tools to use in order to complete the intended task (cutting, sticking, joining or finishing).</p> <p>To consider the best materials to use for intended design and purpose.</p>   | <p>Explore a range of existing products and evaluate their design, noting areas of quality.</p>  | <p>To be able to discuss ways in which their products could be improved and materials they would need.</p> <p>To understand the mechanisms behind moving pictures and explore how they can be used to animate a drawing.</p> <p>When modelling with cardboard, practice ways in which to make a product stronger.</p> | <p>To discuss the food that they eat and discuss what foods are considered healthy.</p> <p>To be able to retell where foods come from and give examples of food that is grown.</p> <p>To be able to prepare food safely.</p>   |
| Year 2                         | <p>To produce a design to meet a design criteria.</p> <p>To label a design and reference how components help meet the design criteria.</p>                             | <p>Selects appropriate tools to use when dealing with different materials.</p> <p>To use joining materials effectively to join two surfaces of material together.</p>   | <p>To evaluate their own designs against a design criteria.</p> <p>To implement appropriate tests in order to assess effectiveness of product.</p>   | <p>To explore the use of mechanisms. Looking at existing mechanisms and begin to understand how they work (wheels, axels, levers, sliders etc).</p> <p>To recognise and produce the mechanism necessary for vehicles to move.</p> <p>To plan, design and then produce their own vehicle model.</p>                    | <p>The have understanding of the variety of food in our diet.</p> <p>To understand that all food has to be formed, grown or caught in order for us to consume.</p> <p>To be able to explain the importance of hygiene when preparing and handling food.</p>                |
| Year 3                         | <p>Develop their own design criteria taking into consideration the desired purpose of the product.</p> <p>Consider the target users when designing a product.</p>      | <p>To select appropriate tools to complete a task involving modelling with cardboard. Show accuracy in cutting and joining techniques.</p> <p>Begin to consider the best materials to use in order to suit the design and purpose of a product.</p> | <p>Investigate a range of products, consider their designs and reasoning for components.</p> <p>Investigate how technology has changed over time and how some products have changed and why.</p> | <p>To understand the purpose of a net diagram in designing and making 3D objects.</p> <p>To think about the needs of a product and how the packaging reflects the product.</p>  | <p>To be able to identify different example of foods from each food group.</p> <p>To understand that food sometimes has to travel a long way from where it is farmed for us to consume.</p> <p>To understand the importance of hygiene when cooking or preparing food.</p> |



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| <p>Year 4</p> | <p>Create a design to match their own design criteria and give explanation for why certain features have been included.</p> <p>Discuss and share ideas in a class design contributing to a group project.</p>               | <p>To understand how joints can be made stronger with adhesives, and experiment with joining two components together using different methods to find the most effective solution.</p> | <p>Investigate and analyse different products designed for the same purpose. Evaluate their quality and effectiveness.</p> <p>Consider how some products could be improved.</p>    | <p>To understand the components necessary for electrical circuits to work.</p> <p>To show understanding of conductors and why they are important for electrical circuits.</p> <p>Understand and experiment with electrical systems in their products (E.g. circuits, switches, bulbs, buzzers, motors).</p>   | <p>To understand the different food groups that make up a balanced diet and the different proportions that are necessary.</p> <p>To understand seasons and how foods should be farmed seasonally.</p> <p>To discuss the advantages and disadvantages of consuming seasonal foods.</p> |
| <p>Year 5</p> | <p>Use ICT to research designs to help meet a design criteria.</p> <p>Use researched materials to evidence reasoning for design properties.</p>   | <p>Selects, with reason, a material to use for a given product, considering what methods of construction are most effective and appropriate for that material.</p>                    | <p>Evaluate their own ideas against a design criteria. Consider how they could improve upon their products.</p> <p>Consider the views of others to improve upon your products.</p> | <p>Apply their understanding of how to strengthen stiffen and reinforce more complex structures.</p> <p>Test different jointing methods to assess which would be most effective for the design/purpose of the product.</p> <p>Experiment with making/assembling mechanical systems in their products (wheels, axels, linkages etc).</p> <p>To understand the mechanical elements that make certain objects (often toys) move.</p>   | <p>The have a good understanding of the different food groups and the nutrients that are importance for our health.</p> <p>To identify and use the appropriate tool to process foods.</p>   |
| <p>Year 6</p> | <p>Produce designs using a range of diagrams (exploded diagrams, cross-sectional diagrams etc).</p> <p>Develop designs with the use of ICT programs.</p> <p>Consider the best materials to suit the purpose of designs.</p> | <p>Produce a product of high quality following a design. Show accuracy in construction techniques and show to have considered appropriate techniques in construction.</p>             | <p>Evaluate peer's products and suggest improvements that could be made.</p> <p>Investigate and analyse different materials in order to improve upon a design.</p>                 | <p>Design, create and test a product using a range of mechanical systems (gears, pulleys, cams, levers and linkages).</p> <p>Incorporate the use of computing technology or enhance a product's design or functionality.</p> <p>To understand the structural importance of bridges and start to understand where the strength of some bridge designs are founded.</p> <p>To explore in strengthening bridges and tests building bridges using different materials and techniques.</p> | <p>To be able to use food labels to deduce the nutritional value of foods.</p> <p>To be able to plan a balanced and healthy meal based on what they know about our needs and of healthy diets.</p>  |