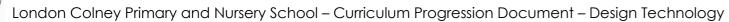


Elements of the D&T Curriculum	Design	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
EYFS -	To select appropriate materials and tools to effect the intended changes to materials.  To construct with a purpose in mind using a variety of resources.	To use simple tools to effect changes to materials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



19	
1 × 1	
1	3011010
Villa .	
	1

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