

EYFS	Expressive Arts and Design (Exploring and Using Media and Materials)	Expressive Arts and Design (Being Imaginative)	Physical Development (Moving and Handling)	Health and self-care	Technology
Willow	<ul style="list-style-type: none"> ➤ Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ➤ Opportunities to create products that have to work in some way in order to be successful. ➤ Use senses to explore and evaluate characteristics of products. ➤ To explore what happens when they mix colour. ➤ To experiment to create different textures. ➤ To understand that media can be combined to create new effects. ➤ To manipulate materials to achieve a planned effect. ➤ To construct with a purpose in mind, using a variety of resources. 	<ul style="list-style-type: none"> ➤ To create simple representations of events, people and objects. ➤ To choose particular colours to use for a purpose. 	<ul style="list-style-type: none"> ➤ To use simple tools to effect changes in materials. ➤ To handle tools, objects, construction and malleable material safely and with increasing control. 	<ul style="list-style-type: none"> ➤ To show understanding of the need for safety when tackling new challenges and consider and manage some risks. 	<ul style="list-style-type: none"> ➤ Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. ➤ Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

	<ul style="list-style-type: none"> ➤ To use simple tools and techniques competently and appropriately. ➤ To select appropriate resources to adapt their work where necessary. ➤ To select tools and techniques needed to shape, assemble and join materials they are using. 				
Holly Reception	<ul style="list-style-type: none"> ➤ To think about the appearance, finish and texture of the product. ➤ 	<ul style="list-style-type: none"> ➤ To use what they have learnt about media and materials in original ways, thinking about uses and purpose. <p>Encourage children to think about:</p> <p>What is their product for?</p> <p>What is their product for?</p> <ul style="list-style-type: none"> ➤ To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Designing can be retrospective by drawing what they have made.</p>	<ul style="list-style-type: none"> ➤ Children handle equipment and tools effectively, including pencils for writing. ➤ 	<ul style="list-style-type: none"> ➤ To show understanding of how to transport and store equipment safely. ➤ To practise appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> ➤ To recognise that a range of technology is used in places such as the home and schools. ➤ To select and use technology for particular purposes.
Vocabulary					

Subject	Design	Make	Evaluate	Technical Language	Food Technology
KS1 National Curriculum statement	<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 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 				
Y1	<ul style="list-style-type: none"> ➤ Use own ideas to design something and describe how their own idea works ➤ design a product which moves ➤ explain to someone else how they want to make their product and make simple plan before making 	<ul style="list-style-type: none"> ➤ use own ideas to make something ➤ make a product which moves ➤ choose appropriate resources and tools 	<ul style="list-style-type: none"> ➤ describe how something works ➤ explain what works well and not so well in the model they have made 	<ul style="list-style-type: none"> ➤ make their own model stronger 	<ul style="list-style-type: none"> ➤ cut food safely
Y2	<ul style="list-style-type: none"> ➤ think of an idea and plan what to do next 	<ul style="list-style-type: none"> ➤ choose tools and materials and explain 	<ul style="list-style-type: none"> ➤ explain what went well with their work 	<ul style="list-style-type: none"> ➤ make a model stronger and more stable 	<ul style="list-style-type: none"> ➤ weigh ingredients to use in a recipe

	<ul style="list-style-type: none"> ➤ explain why they have chosen specific textiles 	<p>why they have chosen them</p> <ul style="list-style-type: none"> ➤ join materials and components in different ways ➤ measure materials to use in a model or structure 		<ul style="list-style-type: none"> ➤ use wheels and axles, when appropriate to do so ➤ explore and evaluate a range of existing products 	<ul style="list-style-type: none"> ➤ describe the ingredients used when making a dish or cake ➤ Understand where food comes from
Vocabulary	design, product, moving picture, mechanism, wheel mechanism, lever, slider, pivot, push, pull, direction			evaluate, criteria,	Fruit, vegetable, plant, root, cauliflower, cabbage, strawberries, beetroot, onions, apples, plums, broad beans, blackberries, rhubarb, marrow, gooseberries, celery, lettuce, carrots , tomatoes, radishes, runner beans, turnips, potatoes, hygiene, peel, cut, fork safe, combine, recipe
End of KS expectations	<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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>				

KS2	Design	Make	Evaluate	Technical Language	Food Technology
Geography National Curriculum	<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 individuals 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 and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, 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 views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <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 program, 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 seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 				
Y3	<ul style="list-style-type: none"> ➤ prove that a design meets a set criteria ➤ design a product and make sure that it looks attractive ➤ choose a material for both suitability and its appearance 	<ul style="list-style-type: none"> ➤ follow a step-by-step plan, choosing the right equipment and materials ➤ select the most appropriate tools and techniques for a given task ➤ make a product which uses both electrical and mechanical components 	<ul style="list-style-type: none"> ➤ explain how to improve a finished model ➤ know why a model has, or has not, been successful 	<ul style="list-style-type: none"> ➤ know how to strengthen a product by stiffening a given part or reinforce a part of the structure ➤ use a simple IT program within the design 	<ul style="list-style-type: none"> ➤ describe how food ingredients come together ➤ weigh out ingredients and follow a given recipe to create a dish ➤ talk about which food is healthy and which food is not

		➤ work accurately to measure, make cuts and make holes			➤ know when food is ready for harvesting
Y4	<ul style="list-style-type: none"> ➤ use ideas from other people when designing ➤ produce a plan and explain it ➤ persevere and adapt work when original ideas do not work ➤ communicate ideas in a range of ways, including by sketches and drawings which are annotated 	<ul style="list-style-type: none"> ➤ know which tools to use for a particular task and show knowledge of handling the tool ➤ know which material is likely to give the best outcome ➤ measure accurately 	<ul style="list-style-type: none"> ➤ evaluate and suggest improvements for design ➤ evaluate products for both their purpose and appearance ➤ explain how the original design has been improved ➤ present a product in an interesting way 	<ul style="list-style-type: none"> ➤ link scientific knowledge by using lights, switches or buzzers ➤ use electrical systems to enhance the quality of the product ➤ use IT, where appropriate, to add to the quality of the product 	<ul style="list-style-type: none"> ➤ know how to be both hygienic and safe when using food ➤ bring a creative element to the food product being designed
Vocabulary					Ingredients, yeast, knead, dough, rise, shape, knot, product, hygiene
Y5	<ul style="list-style-type: none"> ➤ come up with a range of ideas after collecting information from different sources ➤ produce a detailed step-by-step plan ➤ explain how a product will appeal to a specific audience ➤ design a product that requires pulleys or gears 	<ul style="list-style-type: none"> ➤ use a range of tools and equipment competently ➤ make a prototype before making a final version ➤ make a product that relies on pulleys or gears 	<ul style="list-style-type: none"> ➤ suggest alternative plans; outlining the positive features and draw backs ➤ evaluate appearance and function against original criteria 	<ul style="list-style-type: none"> ➤ links scientific knowledge to design by using pulleys or gears ➤ use more complex IT program to help enhance the quality of the product produced 	<ul style="list-style-type: none"> ➤ be both hygienic and safe in the kitchen ➤ know how to prepare a meal by collecting the ingredients in the first place ➤ know which seasons various foods are available for harvesting
Y6	<ul style="list-style-type: none"> ➤ use market research to inform plans and ideas ➤ follow and refine original plans ➤ justify planning in a convincing way 	<ul style="list-style-type: none"> ➤ know which tool to use for a specific practical task ➤ know how to use any tool correctly and safely ➤ know what each tool is used for 	<ul style="list-style-type: none"> ➤ know how to test and evaluate designed products ➤ explain how products should be stored and give reasons 	<ul style="list-style-type: none"> ➤ use electrical systems correctly and accurately to enhance a specific product ➤ know which IT product would further enhance a specific product 	<ul style="list-style-type: none"> ➤ explain how food ingredients should be stored and give reasons ➤ work within a budget to create a meal

	➤ show that culture and society is considered in plans and designs	➤ explain why a specific tool is best for a specific action	➤ evaluate product against clear criteria	➤ use knowledge to improve a made product by strengthening, stiffening or reinforcing	➤ understand the difference between a savoury and sweet dish
Vocabulary					
End of KS2 expectations	<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 [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>				