



## Design and Technology Skills Overview

To design, make, evaluate and improve:							
Aspects	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Design</b></p> <p>Giving them a purpose/function</p>	<p>Manipulates materials to achieve a planned effect.</p> <p><b>Early Learning Goal:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art.</p>	<p>I can create a simple design for my product.</p> <p>I can use pictures and words to describe what I want to do.</p>	<p>I can design useful, pleasing products for myself and other users based on a design brief.</p> <p>I can generate, develop model and communicate my ideas through talking, drawing, templates, mock ups and IT.</p>	<p>I can use my knowledge of existing products to design my own functional product.</p> <p>I can create designs using annotated sketches cross-sectional diagrams and simple computer programmes.</p>	<p>I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience</p> <p>I can create designs using exploded diagrams</p>	<p>I can use my research into existing products and my market research to inform the design of my own innovative product.</p> <p>I can create prototypes to show my ideas.</p>	<p>I can use research I have done into famous designers and inventors to inform my designs.</p> <p>I can generate, develop, model and communicate my ideas through discussion annotated sketches cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p>
<b>Make</b>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Early Learning Goal:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>I can select from and use a range of tools and perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely.</p>	<p>I can choose tools I would like to use to make and select materials based on my knowledge of their properties.</p> <p>I can safely measure, mark out, cut and shape materials and components using a range of tools.</p>	<p>I can safely measure, mark out, cut assemble and join with some accuracy.</p> <p>I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>I can techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots.</p> <p>I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p>	<p>I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p> <p>I can produce step by step plans to guide my making demonstrating that I can apply my knowledge of different materials, tools and techniques.</p>	<p>I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</p> <p>I can use my technical knowledge and accurate skills to problem solve during the making process.</p>
<b>Evaluating</b>	<p>Selects appropriate resources and adapts work where necessary</p>	<p>I can ask simple questions about existing products and those that I have made.</p>	<p>I can evaluate and assess existing products and those that I have made using a design criteria.</p>	<p>I can investigate and analyse existing products and those I have made, considering a wide range of factors.</p>	<p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p>	<p>I can make detailed evaluations about existing products and my own considering the views of others to improve my work.</p>	<p>I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.</p>

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Technical knowledge</b>	Understands that different media can be combined to create new effects.	I can build structures, exploring how they can be made stringer, stiffer and more stable.  I can use wheels and axles in a product.	I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.  I can explore and use mechanisms such as leavers, sliders, wheels and axles in products.	I can strengthen frames with diagonal struts.  I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.	I can apply techniques I have learnt to strengthen structures and explore my own ideas.  I can understand and use electrical systems in my products.	I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.  I can understand how to use more complex mechanical and electrical systems.	I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.  I can apply my understanding of computing to program, monitor and control my products.
<b>COOKING AND NUTRITION</b>	<p><b>PD—H &amp; SC 40-60+</b></p> <p>* Eats a healthy range of foodstuffs and understands needs for variety in foods</p> <p>* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p><b>PD—H &amp; SC ELG</b></p> <p>* Knows the importance for good health of physical exercise, and a healthy diet</p> <p>* Talks about how to keep healthy and safe</p>	<p>I can use simple tools to cut with help to prepare food safely.</p> <p>I can show my awareness of the importance of basic food handling, hygienic practices and personal hygiene.</p> <p>To assemble or cook ingredients without a heat source.</p> <p>I can talk about what they can eat at home and begin to discuss what healthy foods are.</p> <p>I can say where food comes from giving examples of food that is plant/grown or animals.</p> <p><i>I can begin to name and sort foods into the five groups in The eatwell plate.</i></p> <p><i>I can tell you that everyone should eat at least 5 portions of fruit and vegetables every day.</i></p>	<p>I can use a wider range of cookery techniques to prepare food safely and hygienically e.g cutting, peeling and grating.</p> <p>I can prepare simple dishes, without using a heat source.</p> <p>I can begin to measure or weigh using measuring cups or electronic scales with support.</p> <p>I can say which food ingredients should be combined according to their sensory characteristics.</p> <p>I can understand that food has to be farmed, grown elsewhere or caught.</p> <p>I can understand the need for a variety of food in a diet.</p>	<p>I can use a wider variety of ingredients and techniques/utensils to prepare and combine ingredients safely and hygienically .e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I can follow a basic verbal/written instructions given by an adult.</p> <p>I know how to store different food hygienically.</p> <p>I can measure with greater accuracy using a weighing scales.</p> <p>I can talk about the different food groups, describing what they do tfor our body and name food from each group.</p>	<p>I can prepare ingredients hygienically using appropriate utensils.</p> <p>I can read and follow a basic recipe that involves several processes, skills and techniques.</p> <p>I can assemble and cook ingredients, controlling the temperature of the oven or hob, if cooking under strict adult supervision.</p> <p>I know that food ingredients can be fresh, precooked or processed.</p> <p>I can understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different</p>	<p>I can start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing spreading, kneading and baking.</p> <p>I can understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms).</p> <p>I can demonstrate a range of baking and cooking techniques.</p> <p>I can weigh and measure accurately (time, dry ingredients, and liquids) Applying the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including,</p>	<p>I can understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing spreading, kneading and baking.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from recipe.</p> <p>I can create and adapt recipes, including ingredients, methods, techniques, cooking times and temperatures to change the appearance, taste, texture and aroma. (As appropriate)</p> <p>I know how to confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>I can research, plan and prepare and cook a variety of predominantly</p>

				E.g. as in the Eatwell Plate.	substances the body needs to be healthy.	where appropriate, the use of a heat source.  I can understand the main food groups and the different nutrients that are important for health.  I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat.  I can select appropriate ingredients and use a wide range of techniques to combine them.	savoury dishes applying knowledge of ingredients and technical skills.  I can use information on food labels to make healthy balanced choices.
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