EYFS	
Areas of Learning	**Reception Development Matters 2020 Statements**
• Expressive Arts and Design • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • Use a range of small tools • Begin to show accuracy and care when drawing	• Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas resources and skills. • Develop their fine motor skills so that they can use a range of tools, competently, safely and confidently.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
Pupils should be taught to: **Design** • 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 **Make** • 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 **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical Knowledge** • 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.	**Pupils should be taught to:** **Design** • 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 **Make** • 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 **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against 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 **Technical Knowledge** • 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Communicate ideas and plans through talk and drawing. Plan and make decisions about how to approach a task.	•Use pictures and words to make a simple plan. •Explain how I want to make the product (verbally or on paper) •Design a product following design criteria. •Work in a range of contexts	•Think of own ideas and plan what to do next. •Develop ideas through discussion, observation, •Use drawings and labels •Follow a design brief when planning •Design a range of products, working in a range of contexts	•Create a design that meets a range of requirements. •Explain how the design meets the design brief •Consider the equipment and tools needed when planning. •Produce a design plan, using an accurately labelled diagram, and in words (labels / sentences) •Explain, develop and communicate design proposals and begin to amend as needed	•Generate ideas, considering the purposes for which they are designing •Produce a detailed plan that shows specific features. •Suggest improvements to develop and refine a planned idea. •Develop a clear idea of what has to be done from start to finish and explained to others	•Generate a range of ideas after collating relevant information (i.e. users' views/ market research). •Produce a detailed step-by-step plan •Make a prototype before making a final version •Suggest alternative plans, considering the positive features and draw backs •Explains how a product will appeal to a specific audience	•Use market research to inform planning and ideas •Can follow and refine plans •Justifies plans in a convincing way •Produce a detailed, step by step plan •Test and refine a product

Make	Explain what they are making and which materials they are using. Select materials from a limited range that will meet a simple design criteria e.g. shiny. Select and name the tools needed to work the materials e.g. scissors for paper.	•Explain what is being made and why. •Choose appropriate tools and equipment for the purpose. •Begin to measure materials to use in model or structure •Assemble, join and combine materials and components	•Explain what is being made and why the audience will like it. •Choose appropriate tools and equipment, explaining why they were chosen. •Assemble, join and combine materials and components •Begin to measure materials to use in a model or structure	•Choose the most appropriate tools and techniques for a given task and use tools safely. •Choose material/textile for suitability and appearance •Measure, assemble and join materials and components accurately. •Ensure that the design looks attractive when completed	•Choose the most appropriate tools and techniques for a given task, explaining reasons. •Use a range of tools and equipment with accuracy. •Measure, mark out, join, assemble materials and components with accuracy. •Sew using a range of stitches.	•Select appropriate materials, tools and techniques and use these safely and accurately •Measure and mark out accurately •Cut and join with accuracy to ensure a good-quality finish to the product •Evaluate and improve a product during the making process	•Select appropriate tools, materials, components and techniques and use these safely and accurately •Construct products using permanent joining techniques •Consider the aesthetic qualities and functionality of product as making it, refining details as necessary. •Make modifications as they go along
Evaluate	Begin to talk about their designs/models as they develop and identify good and bad points. Start to talk about changes made during the making process.	•Say whether their product does what it is meant to (fits the design brief) •Say what is good and bad about own and pre- existing products. •Say how the product could be improved	•Say whether their product does what it is meant to (fits the design brief) •Suggest what went well and what would be done differently when evaluating their own product •Explain how a product could be improved	•Evaluate their product against the original design brief, explaining how well it met the intended purpose •Suggest what could be changed to improve a design, beginning to link this to the design brief. •Suggest what went well and what would be done differently to improve their design when evaluating	•Evaluate work during and after completion of product •Evaluate their products carrying out appropriate tests. •Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	•Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. •Suggest improvements that could be made, considering materials and methods that have been used.	•Evaluate a product against clear criteria •Record evaluations using drawings with labels •Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.

Technical Knowledge	Begin to create their design using basic techniques. Start to build structures, joining components together. Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.	•Make a product which moves (e.g.winding mechanism) •Describe how something works •Make a model stronger	•Describe how a product works •Use sheet materials and construction tools (with appropriate supervision.)	•Explain how a product works. •Know about movement of simple mechanisms and make a product with a moving element •Use resistant materials and construction tools with appropriate supervision.	•Use sheet materials and construction tools with appropriate supervision. •Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. •Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).	•Use sheet and construction materials appropriately. •Understand how mechanical systems such as cams, pulleys or gears create movement	•Assemble components to make working models appropriately. •Pin, sew and stitch materials together to create a product. •Apply understanding of how to strengthen, stiffen, and reinforce more complex structures •Understand and use electrical systems in a product

Cooking and Nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Start to think about the need for a variety of foods in a diet. Measure and weigh food items, using non standard measures e.g. spoons, cups.	•Use and understand basic hygiene practices •Know how to peel, cut, grate and mix foods (with close supervision). •Understand where food comes from (i.e. plant or animal •that everyone should eat at least five portions of fruit and vegetables every day *think of interesting ways to decorate food	•Use and understand basic hygiene practices •Describe the ingredients used •Know how to peel, cut, grate and mix foods (with close supervision). •how to prepare simple dishes safely and hygienically, without using a heat source •how to name and sort foods into the five groups in The Eatwell plate ; explain there are groups of food *describe “five a day”	•Describe how ingredients are combined •Understand where food comes from the UK and the wider world •Know how to peel, cut, slice, grate, mix, shape and begin to cook foods describe how healthy diet= variety/balance of food/drinks explain how food and drink are needed for active/healthy bodies prepare and cook some dishes safely and hygienically	•Demonstrates knowledge of how to be both hygienic and safe when using food. •Weigh and measure accurately (time, ingredients, liquids) •Know how to peel, cut, grate, mix, mould and begin to cook foods *think about presenting product in interesting/ attractive ways *understand ingredients can be fresh, pre-cooked or processed *describe eat well plate and how a healthy diet=variety / balance of food and drinks are needed for active, healthy bodies	•Apply the rules for basic food hygiene and other safety practices e.g. hazards relating to use of ovens •Cut, mix, mould and begin to use hobs to heat food with appropriate supervision. *present product well - interesting, attractive, fit for purpose *begin to understand seasonality of foods *understand food can be grown, reared or caught in the UK and the wider world *explain how there are different substances in food / drink needed for health	•that different food and drink contain different substances – nutrients, water and fibre – that are needed for health *explain seasonality of foods *learn about food processing methods *name some types of food that are grown, reared or caught in the UK or wider world *prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. *use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Vocabulary	Make, design, plan, ideas, measure, cut, join, construct, construction, label, drawing, strong/er, weaker Reinforce materials and properties vocabulary	Plan investigate design, evaluate, make, user, purpose, ideas, product, model Reinforce materials and properties vocabulary	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function Reinforce materials and properties vocabulary	User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, design criteria, annotated sketch, appealing	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, evaluations	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype	function, innovative, design specification, design brief, user, purpose, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype
		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, grown,	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, grown	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

		cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder		shell structure, three dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,		frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent	
		slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating		pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output	

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