Design Technology
"Creativity is intelligence having fun" – Albert Einstein

	EYFS	Year 1	Year 2
Design	**Knowledge** Know how to join materials. **Skill** Select appropriate resources. Use gestures, talking and arrangements of materials and components to show design. **Vocabulary** Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	**Knowledge** Use pictures and words to plan. Know how to best join materials Research similar existing products. **Skill** Generate their own ideas explain what they want to do. Explain the purpose of the product, and how it will work. Begin to use models. Design a product for myself following design criteria.	**Knowledge** Use knowledge of the properties of materials to make a suitable design Use knowledge of existing products to produce ideas Know the best tools and materials to use, and explain choices. **Skill** Generate their own ideas and plan what to do next. Explain what they want to do and describe how they may do it. Explain the purpose of the product, how it will work and how it will be suitable for the user. Describe the design using pictures, words, models, diagrams, begin to use ICT. Design products for myself and others following design criteria.
Make	**Knowledge** Construct with a purpose, using a variety of resources. Use simple tools and techniques, Build / construct with a wide range of objects. Select tools and techniques to shape, assemble and join. Replicate structures with materials / components.	**Knowledge** Explain what they are making and why. Consider what they need to do next. Select tools/equipment to cut, shape, join, finish and explain choices. Measure, mark out, cut and shape, with support.	**Knowledge** Explain what they are making and why it fits the purpose. Make suggestions as to what I need to do next. Join materials/components together in different ways.

	Discuss how to make an activity safe and hygienic. Record experiences by drawing, writing, voice recording. Understand different media can be combined for a purpose.	Choose suitable materials and explain choices. Begin to use finishing techniques to make product look good. Work in a safe and hygienic manner.	Measure, mark out, cut and shape materials and components, with support. Describe which tools they are using and why. Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make product look good. Work safely and hygienically.
Evaluate	Adapt work if necessary. Dismantle, examine and talk about existing objects/structures. Consider and manage some risks. Practise some appropriate safety measures independently. Talk about how things work. Look at similarities and differences between existing objects / materials / tools. Show an interest in technological toys. Describe textures.	Talk about their work, linking it to what they were asked to do. Talk about existing products considering: purpose, materials, how they work, audience, where they might be used. Talk about existing products, and say what is and isn't good. Talk about things that other people have made. Begin to talk about what could make product better.	Describe what went well, thinking about design criteria. Talk about existing products considering: purpose, materials, how they work, audience, where they might be used. Express personal opinion. Evaluate how good existing products are. Talk about what they would do differently if they were to do it again and why.
Food and Nutrition	Begin to understand some food preparation tools, techniques and processes. Practise stirring, mixing, pouring, blending. Discuss how to make an activity safe and hygienic. Discuss use of senses. Understand the need for variety in food. Begin to understand that eating well contributes to good health.	Describe textures. Wash hands and clean surfaces. Think of interesting ways to decorate food. Say where some foods come from, (i.e. plant or animal). Describe differences between some food groups (i.e. sweet, vegetable etc.) Discuss how fruit and vegetables are healthy. Cut, peel and grate safely, with support.	Explain hygiene and keep a hygienic working area. Describe the properties of ingredients and the importance of varied diet. Say where food comes from (animal, underground etc.) Describe how food is farmed, home-grown, caught draw eat well plate; explain there are groups of food. Describe "five a day". Cut, peel and grate with increasing confidence.
Materials /Structures		Begin to measure and join materials, with some support. Describe differences in materials suggest ways to make material/product stronger.	Measure materials with greater independence. Describe some different characteristics of materials.

			Join materials in different ways use joining, rolling or folding to make it stronger. Use own ideas to try to make product stronger.
Mechanisms		Begin to use levers or sliders. Understand the movements of levers and sliders.	Begin to understand how to use wheels and axles. Understand the movement of wheels and axles.
Textiles	Join textiles with glue and adhesive tape. Add finishing's with glue and adhesive tape.		Measure textiles. Join textiles together to make a product, and explain how they did it. Carefully cut textiles to produce accurate pieces. Explain choices of textile.
When I am a designer I can …	• make things using a variety of materials • have ideas to create items for a purpose • use joining materials successfully • prepare simple food	• plan and make a design • adapt and make changes to a plan when necessary • join materials successfully • use a simple mechanism • follow a simple recipe to prepare and present food • know and sort food into groups e.g. fruit/ vegetables	• plan, evaluate and make a design • draw, label and explain the design and method • understand the need for hygiene • know the benefits of a healthy diet and know the 5 a day rule. • prepare and present a healthy recipe • use tools safely • join materials including textiles successfully