

Design and Technology	EYFS	Year 1 Moveable structures Food	Year 2 Food Levers and sliders - mechanism	Year 3 Structures Food	Year 4 Electrical systems Levers and linkages	Year 5 Textiles and Marketing	Year 6 Food Computing to program, monitor and control
	Home, school	Home, school, gardens, playgrounds, local community and industry.		Leisure, culture, enterprise, industry, wider achievement.			
Designing	Design and label a junk model	Generate ideas for a design Design a functioning appealing product for themselves and others based on own design criteria Label drawing and explain a simple plan. Describe how my design will work.	Think of an idea and plan what to do Explain the need for product and what it needs to do Explain why I have chosen certain materials.	Consider the needs of individuals and groups to create design brief Make a step by step plan	Use the ideas of experts and existing designs to help design product. Make a detailed plan and explain it. (specification)	Gather ideas through a range of research methods Develop alternative plans. Produce a design specification.	Identify the needs wants and preferences and values of individuals and groups. Use market research to inform my planning Justify my plans and ideas Consider culture, society and environment in plans and designs.
Food and nutrition	Cooking skills to be taught from Y1. By the end of KS2 children need to be proficient in: - Peeling, Chopping, Slicing, Grating, Mixing, Spreading, Kneading, Cooking using a heat source, Stirring, Stirring a heated pan						
	Know the importance of good health and a healthy diet. Explore objects with hands	Know where food comes from Cut food safely Tasting and describing Select tools for a purpose. Select ingredients based on taste	Measuring ingredients Safe cutting Hygiene Describe the ingredients	Applying the principles of a healthy diet Follow a recipe Seasonality Select tools and equipment suitable for the task			Work out ratios in recipes Adapting recipes for appearance, taste, texture, aroma, cultures Use a technique that involves a number of steps
Structures	Join materials together Explore objects with hands	Decide which materials are suitable for structure Build structures exploring how they can be made stronger, more stable Select tools for a purpose. Select a range of components and materials	Join materials in different ways. Measure materials. Mark, measure and make templates Explore and perfect ways of fixing materials	Work accurately to measure, make cuts and make holes. Select tools and equipment suitable for the task		Know that materials have functional and aesthetic qualities. Know that 3d textiles can be combined to make a product Make a prototype Make accurate measurements to nearest MM Use tools for accurate assembly	

Mechanisms	Operating simple mechanisms. Explore objects with hands Make an object move by pushing / pulling	Wheels / axles: make a product which moves. Select tools for a purpose. Select a range of components and materials	levers, slides		Understand and use mechanical systems. Make a product which uses electrical components. Select materials and components suitable for the task Make accurate measurements to nearest CM		Apply understanding of computer programming to program, monitor and control products. Use a technique that involves a number of steps
Evaluating	Say whether a model is similar to the design. Say if my model does the job I wanted it to.	Explain if product was successful. Ask other people what they think of my product.	Make simple judgements – what went well, what didn't go well. Say whether the product fulfilled the design criteria. Suggests how products can be improved.	Identify the strengths and weaknesses of ideas. Evaluate existing products – what works better than others.	Consider the views of others including intended users to improve the work. Evaluate my design and suggest improvements. Evaluate the product for purpose and appearance.	Critically evaluate the quality of design, manufacture and if it fulfils the design brief.	Compare ideas to original design brief Investigate cost, innovation and sustainability. Test and fully evaluate the product against clear criteria. Make refinements to the product
General knowledge	Technology is in home and school.	Famous buildings	International foods – what and where from	Bridges - types of bridge Isambard Kingdom Brunel – Clifton Suspension Bridge Humber Bridge Golden Gate Bridge	How to crack an egg	Fashion designers	Transport Who invented the ... Bike Car Plane Hovercraft Train
Concepts	Explore	What is a design? Design	What is technology? Develop	Mechanism Model Design can be for different people Refine	Design can be made from a range of materials Innovate	Design will alter depending on different resources available Adapt	Application of DT in new and wider contexts Apply
Vocabulary	Join Label Decorate	Design Structure Material Equipment Evaluate Construct Investigate	Mechanism Properties Function Method Template Technique Sequence Strengthen	Identify Resource Outcome Refine Assemble Reinforce Disassemble	Alternative Communicate Project Guideline Specification Prototype Research Analyse	Category Precise Dynamic Uniform Qualitative Critical	Economy Environment Sustainable Proportion Input Innovate Fluctuate Virtual
Mathematical application			Choose and use appropriate standard units to estimate and measure length/height in any	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);	Convert between different units of measure. Measure and calculate the perimeter of a rectilinear	Draw given angles, and measure them in degrees.	Solve problems involving the relative sizes of two quantities where missing values can be found by

			direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and measuring vessels.	volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes.	figure in centimetres. Find the area of rectilinear shapes by counting squares. Identify acute and obtuse angles.		using integer multiplication and division facts.
--	--	--	--	---	---	--	--

PCS DRAFT