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<table>
<tr><td colspan="2">Design and Technology develops a range of practical skills and encourages children's creativity, risk taking and problem solving. They will appreciate and gain knowledge about significant designers and architects that will inspire their own work. We champion the importance of good nutrition and healthy lifestyles providing opportunities to design and make healthy recipes that will stand them in good stead in later life.</td></tr>
<tr><th>FS Curriculum</th><th>KPI</th></tr>
<tr><td>Design/ Make/ Evaluate:
Children will use glue, tape and split pins to join pieces. They will learn how to use cuts, folds, tabs and joins appropriately to join pieces.</td><td rowspan="4">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.</td></tr>
<tr><td>Create models from junk, card, paper-mache and make props for their role play or small world play. During Active Learning they will make small worlds with construction/loose parts.</td></tr>
<tr><td>Skills they will learn include sewing with a large needle and weaving with wool
They will view their work and think about how to improve it.</td></tr>
<tr><td>They represent their own ideas, thoughts and feelings through design and technology</td></tr>
</table>

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Year 1 Curriculum	**KPI**
Children are starting to design purposeful, functional, appealing products for themselves based on a design criteria.	**Design:** Children suggest, explain and develop their ideas through talk and drawings based on their own experiences. They start to show an understanding of how to design a product and make it based on a design criteria.
They start to generate, develop, model and communicate their ideas through talking, drawing, templates and ICT.	
Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing]	**Make:** Make their designs using appropriate techniques, tools and mechanisms. They are starting to assemble, join materials and components together.
They use a limited range of materials and components, including construction materials, textiles and ingredients.	
Starting to build structures, exploring how they can be made stronger, stiffer and more stable by using mechanisms such as sliders, wheels and axles.	
Children evaluate their own product.	**Evaluate:** Discuss how well their product works in relation to the purpose and explain that they like and dislike about it and why.
They evaluate their ideas and products against design criteria	
Understand where some food comes from.	**Food Technology:** Begin to understand how to name and sort food groups. Understand the importance of eating at least five portions of fruit and vegetables every day. Explore techniques such as cutting, peeling and grating to prepare a simple dish safely and hygienically without using a heat source.
Name and sort some food into groups.	
Begin to understand the importance of a balanced and varied diet.	
Safely prepare a simple dish without a using a heat resource using a variety of techniques. (cutting, peeling, grating)	

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Year 2 Curriculum	**KPI**
Children develop understanding of researching using non- design purposeful, functional, appealing products for themselves and other users based on design criteria	**Design:** Start to generate ideas by drawing on their and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.
Identify a purpose for what they intend to design and make.	
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT	
Use limited range of materials, including construction materials, tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.	**Make:** Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. With help measure, cut and score with some accuracy. Start to choose and use appropriate finishing techniques based on own ideas.
Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms such as levers, in their products.	
Explore and evaluate a range of existing products.	**Evaluate:** Start to evaluate their products against their design criteria as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them.
Evaluate their ideas and products against a design criteria.	
Understand that all food comes from plants or animals and to start naming and sorting foods into groups.	**Food Technology** To understand how to name and sort food groups and where food comes from. Use techniques such as cutting, peeling and grating to prepare a simple dish safely and hygienically.
Safely prepare a simple dishes using a variety of techniques. (cutting, peeling, grating).	

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Year 3 Curriculum	**KPI**
To start developing a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	**Design:** When planning consider the views of others including intended uses and experts to design their work.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional, prototypes and pattern pieces.	
Choose from a small range of tools, equipment and materials to perform practical tasks for example, cutting, shaping, joining and finishing, accurately.	**Make:** Begin to choose tools and be able to work with them safely and accurately. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
Apply their understanding of how to strengthen, stiffen and reinforce structures.	
Understand and use linkages as a mechanical system.	
Begin to investigate a range of existing products	**Evaluate:** Start to evaluate their product against original design criteria. To investigate familiar products so that they can evaluate their own products both during and at the end of the assignment.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Understand and the principles of a healthy and varied diet	**Food Technology:** To be able to evaluate the nutritional value of a varied diet.
Prepare and make a dish using a range of techniques.	
To start understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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Year 4 Curriculum	**KPI**
To develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	**Design:** To develop a clear idea of what has to be done with a confidently labelled drawing, planning how to use materials, equipment and processes and suggest alternative methods if first attempts fail.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes and pattern.	
Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, stitching, joining and finishing, accurately.	**Make:** To select a wider range of tools and techniques to make a stable product safely, including using a range of stitches and an electrical circuit.
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.	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Understand and use pulleys as a mechanical system in their product.	
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs and buzzers.	
Investigate and analyse a range of existing products against their ideas and design criteria.	**Evaluate:** Begin to disassemble and evaluate familiar products and consider the views of others to improve them.
Prepare and cook a dish using a range of cooking techniques.	**Food Technology:** Understand how to prepare with a range of techniques and cook a dish hygienically with a heat source.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	

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Year 5 Curriculum	**KPI**
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	**Design:** To research, design, functionality and appealing products that are fit for purpose. Use results of investigations, information sources, including ICT when developing design ideas.
Generate, develop, model and communicate their ideas through discussion, hand-drawn designs computer-aided design	
Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and stitching, accurately.	**Make:** To assemble components, using cams, to make a mechanical system.
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	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Understand and use cams as a mechanical system in their product.	
Investigate and analyse a range of existing products.	**Evaluate:** Evaluate products and design including comparisons of products against original designs.
Evaluate their ideas and products against their own design criteria and suggest improvements.	
Understand how key events and individuals in design and technology have helped shape the world	
Understand and apply the principles of a nutritional and varied diet.	**Food Technology:** To make healthy food safely and hygienically according to a recipe using accurate measures.
Prepare and cook a dish using a range of cooking techniques and accurate measures.	

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Year 6 Curriculum	**KPI**
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.	**Design:** To research, design and improve innovative, functional and appealing products that are fit for purpose. Use results of investigations, information sources, including ICT when developing design ideas.
Generate, develop, model and communicate their ideas through discussion, hand-drawn designs and computer-aided design.	
Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately.	**Make:** To assemble components, using gears, to make a mechanical system.
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.	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Understand and use gears as a mechanical systems in their products.	
To further develop the use of electrical systems and circuits in their products, incorporating motors.	Apply their understanding of computing to program, monitor and control their products.
Investigate and analyse a range of existing products.	**Evaluate:** Evaluate products and design including comparisons of products against original designs.
Evaluate their ideas and products in greater detail 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.	
Understand and apply the principles of a healthy and varied diet by preparing and cooking a dish using accurate measures.	**Food Technology:** To make healthy food safely and hygienically according to a recipe using accurate measures.

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