Make products by working efficiently (such as by carefully selecting materials).

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| Year | Curriculum Content | | | | | |
|  | Design | Make | Tools & materials | Knowledge | Evaluate | Products and Designers |
| EYFS | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; * Share their creations, explaining the process they have used; | | | | | |
| Year1 | * Design appealing products for themselves and other users * generate, develop, model and communicate their ideas through talking & drawing, | * build structures * prepare dishes | * select from and use a range of tools and equipment to perform practical tasks * select from and use a range of materials, including construction materials, textiles and ingredients, | * Understand where food comes from. | * evaluate their ideas and products | * explore a range of existing products |
| Year 2 | * 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** | * build structures, **exploring how they can be made stronger, stiffer and more stable** * **Explore and use mechanisms, in their products**. * **use the basic principles of a healthy and varied diet to** prepare dishes | * select from and use a range of tools and equipment to perform practical tasks * select from and use a wide range of materials and **components**, including construction materials, textiles and ingredients, **according to their characteristics** | * Understand where food comes from. | * evaluate their ideas and products **against design criteria** | * explore and **evaluate** a range of existing products |
| Year 3 | * Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose * generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes | * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products * cook savoury dishes * become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; using awareness of taste; using their own recipes] | * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties | * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | * understand and apply the principles of a healthy and varied diet * understand the source, seasonality and characteristics of a broad range of ingredients | * investigate and analyse a range of existing products * understand how key events and individuals in design and technology have helped shape the world |
| Year4 | * 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** | * **understand and use electrical systems in their products** * Apply their understanding of computing to programme, monitor and control their products. * cook a **repertoire** of predominantly savoury dishes **so that they are able to feed themselves and others a healthy and varied diet** * become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; **applying heat in different ways; using** awareness of taste*, texture and smell to decide how to season dishes and combine ingredients;* **adapting** and using their own recipes] | * select from and use a wider range of tools and equipment to perform practical tasks 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 their ideas and products against their own design criteria and consider the views of others to improve their work | * understand and apply the principles of a healthy and varied diet * understand the source, seasonality and characteristics of a broad range of ingredients | * investigate and analyse a range of existing products * understand how key events and individuals in design and technology have helped shape the world |

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| **Key Dates/Events across the year** |
| Pancake day  Hot Cross Buns  Christmas cooking |