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;
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| 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
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| 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
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| 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 BunsChristmas cooking  |