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EYFS

Throughout Foundation Stage the children will be covering a range of areas within the EYFS curriculum. By the end of their F2 experience will be able to do the following

Physical Development/ Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Expressive Arts and Design: Arts and Design/ Creating with Materials: Being Imaginative

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

Understanding the World: Past and Present/ People, Culture and Communities

- Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now,
- drawing on their experiences and what has been read in class;

Communication and Language: Listening, Attention and Understanding/ Speaking

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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	Nursery	Reception
Areas of learning and development	**Personal, Social and Emotional Development:** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. **Physical Development:** Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Understanding the World:** Explore how things work. **Expressive Arts and Design:** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 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	
Design	Thinks carefully about what they want to create and have an end goal in mind Creates with a purpose in mind. Thinks about the media to use to create something for a given purpose. Replicates items using construction blocks and creates their own imaginative designs.	Decide on an appropriate material for a task before starting to build. Begin to generate ideas by building on their own experiences. Discuss how they could join, shape and assemble their creations during their making
Make	Begins to create props to support their emerging role play. Uses a range of materials to represent experiences. Begins to develop a purpose for their creations and an end goal. Can create props to support their emerging role play. Is able to develop a purpose for their creations and an end goal. Uses a range of available resources in a purposeful manner. Can ask adults for other resources to create a desired effect.	Begin to select from a range of appropriate tools and explain why they are using it. Begin to understand safety implications and keeping clean when making. Begin to mark out what they want to cut by drawing or tracing.
Evaluate	Begins to edit their creations if they are not fit for their purpose Fix their creations if they are broken during play Can discuss what they have made and how they have made it. Could suggest improvements to their own creations when prompted.	Talk about what they have made and whether it has ended up like they have initially planned. Make improvements/changes during the construction process as necessary. Begin to suggest what they could have done differently to improve the items they make.

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Technical		
Using a range of tools	Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater	Learning about planning and adapting initial ideas to make them better, e.g. a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle but they might modify their initial idea by using masking tape.
Exploration	Develop their own ideas and then decide which materials to use to express them. Explore how things work.	Learning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle a wind mill to discover how it is put together.
Discussion	Opportunities to notice and discuss materials around them e.g. utensils for cooking, tree barks on a wall, soft furnishing in the classroom. Opportunities to discuss reasons that make activities safe or unsafe e.g. hygiene and electrical awareness. Opportunities to discuss appropriate use of senses e.g when tasting different foods. Opportunities to use the language of designing and making e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language 'longer', 'shorter', 'lighter' and 'heavier' and 'stronger'. Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling.	

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Designing

	Year 1 & 2	Year 3 & 4	Year 5 & 6
DT National Curriculum	Pupils should design purposeful, functional, appealing products for themselves and other users based on design criteria Pupils should generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should 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 Pupils should generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
Understanding contexts, users and purposes **(oracy/discussion focused tasks)**	Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment State what products they are designing and making Say whether their products are for themselves or other users Describe what their products are for Say how their products will work Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work **Gather information about the needs and wants of particular individuals and groups** **Develop their own design criteria and use these to inform their ideas**	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work **Carry out research, using e.g. surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking**
Planning: generating, developing, modelling and communicating ideas	Generate ideas by drawing on their own experiences Use knowledge of existing products to help come up with ideas	Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas	Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces

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	Develop and communicate ideas by talking and drawing Model ideas by exploring materials, components and construction kits and by making templates and mock- ups Use information and communication technology, where appropriate, to develop and communicate their ideas	Use computer-aided design to develop and communicate their ideas **Generate <u>realistic ideas</u>, focusing on the needs of the user** **Make design decisions that take account of the availability of resources**	Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Use computer-aided design to develop and communicate their ideas **Generate <u>innovative ideas</u>, drawing on research** **Make design decisions, taking account of constraints such as time, resources and cost**

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Making

	Year 1 & 2	Year 3 & 4	Year 5 & 6
DT National Curriculum	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, accordingto their characteristics	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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	
Planning	Plan by suggesting what to do next With some adult guidance, select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristics	Select tools and equipment suitable for the task. Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task **Explain their choice of materials and components according to functional properties and aesthetic qualities** **Order the main stages of making**	Select tools and equipment suitable for the task. Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task **In greater detail they can explain their choice of materials and components according to functional properties and aesthetic qualities** **Produce appropriate lists of tools, equipment and materials that they need** **Formulate step-by-step plans as a guide to making**
Practical skills and techniques	Follow procedures for safety and hygiene Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Measure, mark out, cut and shape materials and components	Follow procedures for safety and hygiene **Use a <u>wider range</u> of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components** **Measure, mark out, cut and shape materials and components with <u>some accuracy</u>**	Follow procedures for safety and hygiene Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components **<u>Accurately</u> assemble, join and combine materials and components**

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	Assemble, join and combine materials and components Use finishing techniques, including those from art and design	**Assemble, join and combine materials and components with <u>some accuracy</u>** **Apply a range of finishing techniques, including those from art and design, with some accuracy**	**<u>Accurately</u> apply a range of finishing techniques, including those from art and design** **Use techniques that involve a number of steps** **Demonstrate resourcefulness when tackling practical problems**

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Evaluating

	Year 1 & 2	Year 3 & 4	Year 5 & 6
DT National Curriculum	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Investigate and analyse a range of existing products Evaluate their ideas and products 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	
Own ideas and products	Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved	Identify the strengths and areas for development in their ideas and products **Consider the views of others, including intended users, to improve their work** **Refer to their design criteria as they design and make** **Use their design criteria to evaluate their completed products**	Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work **Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make** **Evaluate their ideas and products against their original design specification**
Existing products	Pupils should explore: What products are Who products are for What products are for How products work How products are used Where products might be used What materials products are made from What they like and dislike about products	Pupils should investigate and analyse: How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products achieve their purposes How well products meet user needs and wants **Who designed and made the products** **Where products were designed and made** **When products were designed and made** **Whether products can be recycled or reused**	Pupils should investigate and analyse: How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products achieve their purposes How well products meet user needs and wants **How much products cost to make** **How innovative products are** **How sustainable the materials in products are** **What impact products have beyond their intended purpose**
Key events and individuals	Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens,	Know about inventors, Focus Designers, engineers, chefs and manufacturers who have developed ground-breaking products	Critically reflect on inventors, Focus Designers, engineers, chefs and manufacturers who have developed ground-breaking products

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	playgrounds, local community, industry and the wider environment	Understand how key events and individuals in design and technology have helped shape the world	Understand how key events and individuals in design and technology have helped shape the world – consider how this links to our values such as responsibility/compassion/self-belief
Examples of deeper thinking questions	What are you most proud of about your design? What could you do to make your design better and what difference would this change make? How could you make your design faster/stronger etc. What do you like about someone else's design? What would happen if you changed….? Find one thing that is better about someone else's design. How would you help someone who wanted to make their own?	What could you change to improve your design and what impact would this change have? What made creating your design difficult? What questions would you ask if…? Explain what you could change and how it would improve your design? How would you change your design for the 'real world'? How effective at…. Is your…?	How could you make your design more suited to mass production? What developments would need to be made for your design to….? What tests would you need to do to… What would you need to change to be able to sell your design? How could you adapt… to make…? What do you predict would happen if…? Judge whether…. would cause/ change/ affect….?

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Technical Knowledge objectives – Textiles, Mechanisms, Structure & Electronic control

	Year 1 & 2	Year 3 & 4	Year 5 & 6
DT National Curriculum	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products	
Making products work **Textiles** **Mechanisms** **Structure**	Know about the simple working characteristics of materials and components About the movement of simple mechanisms such as levers, sliders, wheels and axles How freestanding structures can be made stronger, stiffer and more stable Assemble textiles together to produce a fabric shape The correct technical vocabulary for the projects they are undertaking	Know how to use learning from science to help design and make products that work How to use learning from mathematics to help design and make products that work That materials have both functional properties and aesthetic qualities The correct technical vocabulary for the projects they are undertaking How mechanical systems such as levers and linkages create movement How simple electrical circuits and components can be used to create functional products How to make strong, stiff shell structures That a single fabric shape can be used to make a 3D textiles product	Know how to use learning from science to help design and make products that work How to use learning from mathematics to help design and make products that work That materials have both functional properties and aesthetic qualities That materials can be combined and mixed to create more useful characteristics That mechanical and electrical systems have an input, process and output The correct technical vocabulary for the projects they are undertaking How mechanical systems such as cams or pulleys or gears create movement How more complex electrical circuits and components can be used to create functional products **How to program a computer to monitor changes in the environment and control their products** **How to reinforce and strengthen a 3D framework**

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			That a 3D textiles product can be made from a combination of fabric shapes

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Technical Skills: Textiles

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Key Project: Making puppets (Cycle A) To know how to use a templates and join two pieces of fabric together using running stich Focus Designer: Harry Corbett	Key Project: Make a pouch (Cycle A) To know how to back stich and how to fasten Focus Designer: Rachel Boston	Key Project: Making and recycling material (Cycle A) To know what a seam allowance is and how to strengthen and stiffened using a combination of different fabrics and stitches Focus Designer: Rebbecca Early
Handle equipment and tools safely and effectively Explore and use different fabrics Cut and join fabrics with simple techniques Thought about the user and purpose of the product Beginning to be interested in and describe the texture of things.	Understand how to join fabrics using different techniques e.g. using glue and staples Cut out shapes by using a template on the fabric Use basic sewing techniques e.g. a simple running stitch Mark on fabric a specific measurement and shape and use scissors to cut it accurately Explore different finishing techniques e.g. buttons, ribbons, beads and sequins	Measure, tape or pin, cut and join fabric with some accuracy Prototype a project using scrap cloth Use structural changes such as plaiting or weaving to create new products Look at types of fastenings e.g. button and loop, Velcro, hook and eye, popper, zip Thread a needle and sew backstitch along a seam with consistency of stitch size to make the seam strong. Create a simple pattern	Pin and tack fabrics together Join fabrics using cover sewing, running stitch, back stitching Use appropriate decoration techniques e.g. applique, embroidery Sew structural stitches to be hidden in the final product unless used to aid the aesthetics Make designs with an attempt at fashion, intending to make their design more desirable. Create 3D products using pattern pieces and seam allowances Understand pattern layout and make a measured template pattern

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Technical Skills: Mechanisms			
EYFS	**Year 1 & 2**	**Year 3 & 4**	**Year 5 & 6**
	Key Project: Making a moving picture (Cycle A) To know how mechanical systems such as sliders and levers make movement Focus Designer: Matthew Reinhart	Key Project: Making a roman chariot Wood work (Cycle B) To know how wheels and an axel system works. To measure, mark and cut materials with accuracy. Focus Designer: Stephanie Kwolek	Key Project: Making a moon buggy (Switches, pulleys and gears) (Cycle B) To know how movement can me made using a CAM mechanism. To know how to alter the function of electrical components within a model Focus Designer: Edwin Holmes
Dismantle items and look closely at their components. Selects appropriate resources and adapts work where necessary. Know about the movement of some simple mechanical systems such as wheels and axles. Realises tools can be used for a purpose. Demonstrate a range of joining techniques such as gluing or taping	Make their design keeping roughly to scale Join appropriately different materials using glue and tape with sufficient strength for the product to stay functional Demonstrate how to hold a pair of scissors safely to move around the room Create a simple lever or slider Use paper fasteners to create linkages Use a range of materials to make model with levels and sliders Observe an adult using a glue gun	Know how mechanical systems such as levers and linkages create movement Control a model using an ICT control program	Incorporate a working mechanism and electrical circuit to their design without compromising its functionality or appearance i.e. circuit not seen on the outside of the structure Demonstrate precision when cutting wood or dowel to within 1mm Use a cam to create an up and down mechanism Use a bradawl to mark hole positions Use a hand drill to drill tight / loose fitting holes Use Science skills to alter the function of electrical components within model e.g. batteries in series or parallel, variable resistance to dim lights or reduce/increase speed.

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Technical Skills: Structure

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Safely use tools Handle equipment and tools effectively Eg – junk modelling, construction, small world	Key Project: Making a castle (Cycle B) To know that materials have functional properties and aesthetic qualities. To know how to create a freestanding structure Focus Designer: Elisabeth Scott	Key Project: Making a sarcophagus (Shell structures) (Cycle B) To know that a net is what a 3D shape would look like flattened. To know that a prototype is a first try at making. Focus Designer: Robert Gair	Key Project: Making a shelter (Wood work) (Cycle B) To know how to assemble, join and combine a range of materials using different techniques. To cut materials with precision and refine the finish with appropriate tools. Focus Designer: Buckminster Fuller
Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Constructs with a purpose in mind. Begins to experiment with different tools and explores what they can be used for. Explore different materials freely, in order to develop their ideas about what to make. Observing closely and replicating a structure, e.g. following a visit, children make a building they've seen out of small wooden bricks.	Fold, tear, cut paper and card, following carefully along a line Use tools correctly and safely (scissors, stapler, hole punch) Build structures and explore how to make them stronger, stiffer and more stable Create hinges Investigate fixings, temporary and permanent Investigate strengthening sheet materials Measure, cut and score with some accuracy Make construction stronger by giving a wider base or frames using triangle corners	Make a net using computer aided design. Create and fold nets of shapes Use scissors to cut effectively Create shell or frame structures, practicing first with a prototype. Use a saw to cut wood safely with correct sawing action of within 1cm accuracy Use a vice or bench-hook and hold their hands in the correct place to minimise the chance of accidents. Carry tools safely, identifying the risks they could pose.	Choose methods for adhering two materials Demonstrate precision so that holes and openings are in the correct place Ensure that edges are finished well e.g. adding edging strips to create an aesthetically pleasing result Choose appropriate sheet materials for their task Join sheet materials with fixing appropriate for their purpose e.g. temporary, fixed or moving Covered in Electrical Circuits

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Technical Skills: Electronic control

<table>
<tr><th colspan="2">EYFS</th><th>Year 1 & 2</th><th>Year 3 & 4</th><th>Year 5 & 6</th></tr>
<tr><td colspan="3" rowspan="2">Use the senses to explore battery powered toys, e.g. cars, trains, tills etc.
Talk about electrical equipment in the home, e.g., kettle, telephone, and microwave.
Explore the use of bulbs, wires and batteries.</td><td>Key Project: Making a torch (Cycle A)
To know what is needed to make a complete simple circuit e.g. switches, bulbs/buzzers, wires, battery

Focus Designer: Thomas Edison</td><td>Key Project: Making a moon buggy (Switches, pulleys and gears) (Cycle B)
To know how movement can me made using a CAM mechanism. To know how to alter the function of electrical components within a model

Focus Designer: Edwin Holmes</td></tr>
<tr><td>Understand and use electrical systems in their products linked to science coverage.

Use simple circuit in product

Learn about how to program a computer to control product.

Apply their understanding of computing to program and control their products.

Use number of components in circuit

Using appropriate equipment to cut and attach materials.

Know and use technical vocabulary relevant to the project.</td><td>Understand and use electrical systems in their products linked to science coverage.

Incorporate switch into product

Apply their understanding of computing to program, monitor and control their products.

Know and use technical vocabulary relevant to the project.

Use different types of circuit in product

Think of ways in which adding a circuit would improve product

Think of ways in which adding a circuit would improve product program a computer to monitor changes in environment and control product

Program a computer to monitor changes in environment and control product</td></tr>
</table>

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Technical Skills: Cooking and Nutrition

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
DT National Curriculum	Know the names of key, basic food	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
Key Project	know that some foods are healthy and some are unhealthy.	Making a rainforest dish (Cycle A) To know how to prepare fruit and vegetables using different knife skills Focus Designer: Paul Young Making sandwiches (Cycle B) To know how to cut, grate or peel ingredients safely. To know that different people have different food preferences in different flavours and fillings. Focus Designer: Warburtons	Making scones (Flavours: savoury or sweet) (Cycle A) To measure and weigh ingredients appropriately. Focus Designer: Mary Berry Making bread (Cycle B) To know that yeast is rising agent. To know that wholegrain products provide more fibre than white. Focus Designer: Paul Hollywood	Celebrating seasonality: Making a Greek dish (Cycle A) To know that a nutritional meal has the 5 types of nutrients needed for humans. To know a balanced diet means to eat a range of foods. Focus Designer: Jamie Oliver Making a dish from the West Indies (Cycle B) To know that food ingredients should be stored differently. To know that different foods are available in different seasons. Focus Designer: Michael Caines
Where food comes from	Start to explore and sort familiar food products e.g. fruit and vegetables. Know that all food comes from plants or animals	That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught	That a recipe can be adapted by adding or substituting one or more ingredients That food is grown (such as tomatoes, wheat and potatoes), reared (such as	That seasons may affect the food available How food is processed into ingredients that can be eaten or used in cooking

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			pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world	
Food preparation, cooking and nutrition	Know that everyone should eat at least five portions of fruit and vegetables every day. With support, begin to understand how to prepare simple dishes, without using a heat source. With support, begin to use techniques such as cutting, peeling and grating. Begin to develop food vocabulary using taste, smell, texture and feel. Measure and weigh food items, using non-statutory measures e.g. spoons, cups.	How to name and sort foods into the five groups in the Eatwell Guide https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ That everyone should eat at least five portions of fruit and vegetables every day How to prepare simple dishes safely and hygienically, without using a heat source How to use techniques such as cutting, peeling and grating	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide That to be active and healthy, food and drink are needed to provide energy for the body	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That recipes can be adapted to change the appearance, taste, texture and aroma That different food and drink contain different substances – nutrients, water and fibre – that are needed for health
Skills	Talk about the differences between materials and changes they notice. With support, children should practise stirring, mixing, pouring and blending some ingredients during cooking activities. Beginning to understand some of the tools, techniques and processes involved in food	Develop food vocabulary for taste, smell, texture and feel Identify familiar food Recognise that 5 portions of fruit/veg should be eaten a day Use a metal knife safely by not touching the blade and holding the handle correctly.	To describe how food ingredients come together To slice food carefully using a claw grip Talk about how well flavours interact with each other	Explain how food ingredients should be stored and give reasons Use Science knowledge of irreversible changes to create food products that combine to make a new material

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	preparation. E.g. taking turns stirring the mixture for the cake and then watching it rise while cooking. Children should practise stirring, mixing, pouring and blending some ingredients during cooking activities.	Use a bridge hold when chopping food Make choices on ingredients and give a reason for their choice. Develop food vocabulary for taste, smell, texture and feel Understand the need for a variety of food in diet- name and sort foods into the 5 main food groups from the Eatwell Plate model Identify where food comes from Use a knife, peeler, grater safely Use a fork secure/bridge hold for chopping Make simple dishes which do not require cooking Measure and weigh out ingredients using methods such as spoonfuls and cupfuls Follow procedures for food safety & hygiene	Make healthy eating choices from an understanding of a balanced diet, using the information from the Eatwell Plate Develop food vocabulary for taste, smell, texture and feel Demonstrate hygienic food preparation and storage To use a variety of techniques e.g. knead, spread, bake Food is well presented with attention to decoration Measure and weigh out ingredients using scales with peer support	Independently measure and weigh out dry and liquid ingredients using scales or measuring jugs Prepare a savoury dish which is in line with the principles of the Eatwell Plate Understand the difference between a savoury and sweet dish Use proportions and ratio for scaling up or down ingredients to adapt recipes Independently measure and weigh out ingredients using scales Show an understanding of a healthy and balanced diet Prepare food products which take into account the properties of ingredients Select and prepare food for a particular purpose Use Science knowledge of micro-organisms to handle and store food carefully

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Impact: How will we know we achieved our aims?



Pupils talk with increasing confidence about their learning in DT using appropriate vocabulary



Pupils demonstrate enjoyment when designing, making & evaluating their own product



Pupils discover new interests & talents in design, sculpture, construction and cooking



Pupils consider how their DT learning links to the wider world, identifying designs they appreciate & saying why



Pupils enjoy DT lessons & are confident to 'have a go' applying their new skills