



DESIGN & TECHNOLOGY

EYFS ELG	<ul style="list-style-type: none">Repeated and varied opportunities to explore and play using small tools (Physical development)Allow children to develop, proficiency, control and confidence (EAD)Explore and play with a wide range of media and materials
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	Year R	Year 1	Year 2
Cooking and Nutrition objectives		Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from See Science and RSE curriculum for healthy eating
Vocabulary	Healthy, clean, blade, sharp, safe, chop, cut, mix fruit vegetable	Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable, blender	Alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, protein, carbohydrate, dairy, grater, peeler
Sticky knowledge	<i>I can hold a knife safely</i> <i>I can use a knife to cut some fruits and vegetables</i> <i>I can recognise some vegetables and fruits</i> <i>I know that fruits and vegetables are healthy for me to eat</i> Outcome: Making a healthy fruit and vegetable face	<i>I understand where food comes from</i> <i>I know where plants grow and which parts we eat</i> <i>I can taste fruits and vegetables and describe their: appearance, smell, taste</i> <i>I can make a choice as to what smoothie I will make and why</i> <i>I can remember how to prepare food safely and hygienically including using a knife and blender.</i> I know that fruits and vegetables are healthy Outcome: Making a healthy smoothie	<i>I can consider and review food combinations</i> <i>I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group</i> <i>I can remember how to prepare food safely and hygienically including using a grater and peeler.</i> <i>I can review my design</i> Outcome: Making a healthy ‘survival’ wrap



	Year R	Year 1	Year 2
Textiles	(Physical development) Repeated and varied opportunities to explore and play using small tools (Physical development) Allow children to develop, proficiency, control and confidence (EAD) Explore and play with a wide range of media and materials	Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Focus on design and make	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Focus on Evaluate
Vocabulary	Hole, push, through thread, pull, lace, needle, eye, pattern, colours, long and short	Decorate ,flag, design, fabric, glue, model, hole punch, safety pin, stencil, technique, template, mock-up	Fabric, pouch, running-stitch, sew, shape, stencil, template, thimble, attach.
Sticky knowledge	<i>To make a repeated pattern with two or more colours</i>	<i>I know how to design a flag considering its purpose I know how to make a mock-up of my flag with paper I know how to join fabric by pinning, stapling, gluing, To know how to cut paper and fabric I know how to join my flag to a stick by threading</i> Outcome: Making a pirate flag	<i>I know how to create a running stitch I can cut fabric neatly I know how to stitch a design decoration for my product I can evaluate my design</i> Outcome: Using a running stitch to make a named ID badge <i>To evaluate my badge and consider what I like and what I would do differently next time</i>

	Year R	Year 1	Year 2
Structures	Safely use and explore a variety of materials, tools and techniques. Share creations and explain the process they have used Use different construction materials to create structures (e.g. lego,duplo, mobile)	To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can been made stronger, stiffer and more stable.
Vocabulary	Structure, design, join	Stronger, stiffer, folding, layers, weak, support	stable, structure, test, weak , design, design criteria, evaluation, net
Sticky knowledge	<i>I know how to join objects together such as lego, duplo, mobile, etc. I know how to use glue and tape to join materials together I can make a structure using different construction materials</i>	<i>I know the meaning of the words strength and stiffness I know there are different ways paper can be folded to improve its strength and stiffness I know how to build a strong and stiff structure by adding a support I can evaluate my structure according to design criteria</i>	<i>I know what stable means and can ensure my structure has this property I know how to cut and assemble my frame correctly I understand the importance of a clear design criteria I can use a hacksaw safely</i>



		<i>Outcome: Design and make a moving picture – strengthening and stiffening levers and rods</i>	<i>Outcome: designing and making a frame for a moving vehicle</i>
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	Year R	Year 1	Year 2
Mechanisms	Children will have access to: <ul style="list-style-type: none"> Moving toys Pop-up books Construction kits with moving parts (wheels and axles) 	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
Vocabulary	Push, pull, pop-up, turn	Mechanism, slider, pivot, lever, fold, concertina, pop-up	Axle wheel structure net join
Sticky knowledge	I know that sometimes things will move if I push or pull them	I know how to construct particular moving mechanisms with paper/card. I know how to discuss my creations using key vocabulary. I know how to design and create by following a brief, evaluating my work as I go and when it is complete. Outcome: making a moving picture in a book	<i>I know that axles are used in structures and mechanisms to make parts turn in a circle</i> <i>I know how to attach my frame to the axle and attach wheels to the structure of my vehicle</i> <i>I know how to test my axle in the structure and alter the parts if it doesn't move freely</i> <i>I know how to evaluate my vehicle according to the design criteria I know how to test whether my vehicle</i> Outcome: making and attaching an axle and wheels to create a moving vehicle