Design and Technology

EYFS Framework

ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Self-Regulation	ELG: Managing Self	ELG: Building relationships
• Listen attentively and respond to what they hear with relevant questions, comments and actions. • 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 teachers 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. • Express their ideas and feelings about their experiences using full sentences.	• Set and work towards simple goals. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.	• Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs.

ELG: Fine Motor Skills	ELG: Past and Present	ELG: Creating with Materials
• Use a range of small tools, including scissors, paint brushes and cutlery.	• Know some similarities and differences between things in the past and now.	• Safely use and explore a variety of different materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used.

National Curriculum - KEY STAGE 1

Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
• 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.	• 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, according to their characteristics.	• Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.	• 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.	• Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.

National Curriculum - KEY STAGE 2

Design	Make	Evaluate	Technical Knowledge	Cooking and nutrition
• 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.	• 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.	• 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.	• Apply their knowledge 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.	• 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.