Design and Technology - Mechanisms

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
With support begin to incorporate moving parts in to models. For example, use split pins to make body parts move.	With some support, begin to explore and use simple mechanisms . For example, use sliders in moving pictures, hinges into models etc.	With some independence explore and use winding mechanisms . Begin to incorporate wheels and axles into their products.	Begin to develop an understanding that mechanical systems such as levers and linkages or pneumatic systems can create movement. Begin to incorporate levers and linkages into their products.	With increasing independence produce models that incorporate mechanical systems such as levers, linkages or pneumatic systems to create movement.	Begin to understand how mechanical systems such as cams create movement. Design and make a product that incorporates a cam mechanism.	Develop a greater understanding of how cams, pulleys or gears create movement. Create and use prototypes. Design and make products with greater independence. Mastery: Children are able to make quality products, evidencing a range of designing and making skills of a particularly high standard. They have an excellent understanding of a range of mechanisms.

Design and Technology – Textiles

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Children learn how to weave with a range of different fabrics.	Children learn how to sew and join fabrics using a running stitch.	Children learn how to cut out shapes which have been created by drawing round a template onto the fabric. Children begin to sew using a range of basic stitches.	Children are able to join fabrics using a range of stitches with increasing independence. They learn how to add further decoration to their work using buttons , beads, sequins etc	Children are able to use a pattern and are introduced to making a prototype of a product. Sewing skills are becoming more accurate.	Children can create products using pattern pieces and demonstrate an awareness of seam allowance. They are taught how to blanket stitch.	Children can pin and tack fabric pieces together. They can join fabrics by over sewing, back stitch, blanket stitch and are introduced to machine sewing. Children are able to make quality products with increasing accuracy and independence. Mastery: Children are able to make quality products, evidencing a range of textile skills of a particularly high standard..

Design and Technology - Structures

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Begin to build structures with a range of materials inside and out. Explore vocabulary here: Build Join Construct	Begin to build structures, joining components together to create a finished product.	Begin to build structures with some independence exploring how they can be made stronger, stiffer and more stable. Explore vocabulary here: Structure Stable Rigid	Build structures with increasing independence . Begin to demonstrate a growing understanding of how to reinforce and strengthen their finished products.	Build structures with increasing independence and accuracy. Demonstrate an understanding of how they can be made stronger and more stable. Explore vocabulary here: Girder Rafter Strut	Build innovative, functional, appealing, structures that are fit for purpose. Evidence how products can be made stronger and more stable. Use finishing techniques to strengthen and improve the appearance of their models.	With increasing independence and ability, build innovative, functional, appealing, stable structures that are fit for purpose. Demonstrate confidently how to reinforce and strengthen a 3D framework. Explore vocabulary here: Member Cross Brace Cantilever. Mastery: Independently and skilfully build high quality structures that are innovative, functional, appealing and stable. Finished products are of a particularly high standard.

Design and Technology - Structures

Design and Technology - Cooking and Nutrition

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Begin to develop a food vocabulary using taste, smell, texture and feel. They start to think about the need for a variety of foods in a diet.	Use simple tools with help to prepare food safely. Begin to develop children's peeling and chopping skills.	Use a wider range of cookery techniques to prepare food safely. Understand how to name and sort foods into the five groups in 'The Eat well plate.' Begin to use techniques such as cutting, peeling and grating.	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Be able to use a range of techniques such as peeling, chopping, slicing and grating.	Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Further develop skills including mixing, kneading and baking.	Select appropriate ingredients and use a wide range of techniques to combine them. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.	Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills Mastery: Children are able to make quality products, evidencing a range of independent cooking skills of a particularly high standard.