



Design and Technology:

EYFS DT Skills				
<u>Cooking & Nutrition</u>	<u>Structures</u>	<u>Mechanical Systems/ Electrical Systems</u>	<u>Design/make</u>	<u>Evaluate</u>
<p>Children understand the importance of a healthy diet.</p> <p>Children know that that fruits and vegetables are good for them.</p> <p>Children are able to use a range of small tools to prepare food (cutlery, scissors, knives).</p>	<p>Children are able to use a range of materials when building 3D structures.</p> <p>Children are able to use a range of techniques when joining materials to make 3D shapes.</p>	<p>Children recognise a range of technology used in schools and homes.</p> <p>Children are able to select & use technology for a purpose.</p> <p>Children use what they have learned about media and use it in a variety of ways.</p>	<p>Children safely explore & make using a variety of materials, tools and techniques.</p> <p>Children experiment with colour, design, texture, form & function.</p> <p>Children are able to plan out what they make.</p> <p>Children are able to share what they have made and the process they have used.</p>	<p>Children are able to discuss what they have made.</p> <p>Children are able to discuss how they might change what they have made.</p> <p>Children are able to discuss any problems in making and how they solved them.</p>

EYFS: Framework

Aim: 'to develop a child's imagination, creativity and their ability to use media and materials'
<u>Early Learning Goals:</u> <i>Children at the expected level of development will:</i>
ELG: Expressive Arts and Design – Creating with materials <ul style="list-style-type: none"> 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.
ELG: Physical development <ul style="list-style-type: none"> 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.
ELG: Understanding the World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;



Autumn	Spring	Summer
Children explore DT themes using; junk modelling, textiles, cooking and nutrition, structures, mechanisms throughout the year. The below are some of the themes used to facilitate those DT themes.		
Halloween, Bonfire night, Christmas Core texts – Spr 1. The three little pigs, Spr 2. The biscuit Bear, The runaway Chapati	Chinese New Year, pancake day, Mother's Day Core texts – Spr 1. The Train ride, Stanley's Stick, Blue Penguin Sr2. Little Red Hen, The Hungry caterpillar, Errol's Garden, The Growing Story	Planting, oral health, Father's Day, recycling Core texts – Spr 1. Handa's Surprise, The Leopard's Drum, Spr 2. The Papaya that Spoke, Billy's Bucket

Autumn				
<u>Cooking & Nutrition</u>	<u>Structures</u>	<u>Mechanical Systems/ Electrical Systems</u>	<u>Design/make</u>	<u>Evaluate</u>
Children know how to bake and design a Gingerbread man. Children know how to use icing etc. to decorate a Gingerbread man. Children are able to use a range of small tools when cooking (i.e., knife, fork, whisk etc.)	Children know how to build a range of 3D structures, linked to what they have learned (e.g., build Little Pig houses)		Children know how to design their own Gingerbread man. Children know how to make different structures, linked to what they have learned e.g., using different material when creating The Three Little Pig's houses	Children are able to discuss what they have made. Children are able to discuss how they might change what they have made. Children are able to discuss any problems in making and how they solved them.

Spring				
<u>Cooking & Nutrition</u>	<u>Structures</u>	<u>Mechanical Systems/ Electrical Systems</u>	<u>Design/make</u>	<u>Evaluate</u>
Children know how to mix ingredients and follow a recipe to make pancakes. Children are able to use a range of small tools when cooking (i.e., knife, fork, whisk etc.)	Children know how to follow a design to create 3D structures, such as, a Chinese Lantern	Children are able to appropriately select and use technology for a purpose	Children are able to design and make their own Mother's Day cards. Children are able to use a range of small tools effectively, such as scissors	Children are able to discuss what they have made and the process they have used (i.e., when following instructions to create a lantern).



Summer				
<u>Cooking & Nutrition</u>	<u>Structures</u>	<u>Mechanical Systems/ Electrical Systems</u>	<u>Design/make</u>	<u>Evaluate</u>
Children know how to create a healthy fruit kebab (linked to Handa's Surprise) Children are able to use a knife with control e.g., when cutting fruits.	Children know how to follow a design to create 3D structures, such as, a Chinese Lantern	Children know how to use IWB effectively to support their learning. With support, children are able to follow simple instructions on a iPad.	Children are able to design and make their own Father's Day cards.	Children are able to discuss what they have made and the process they have used (i.e., when making a fruit kebab).

KS1: Design and Technology

Year 1	Autumn		Spring	Summer
	Transition	Mechanisms – Creating a Monster	Structures – Designing a chair	Textiles – Creating a pouch
Year 2	Healthy Eating – food/Fruit and veg		Structures – Making a Windmill	Mechanisms – Wheels and Axels