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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Design and Technology**  ***(Skills)*** | **Nursery** | **Reception** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **EYFS – ELG:** Fine Motor Skills; Creating with Materials | -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 |  | **Cooking** | - Use simple tools with help to prepare food safely | - Use a wider range of cookery techniques to prepare food safely | - Use a wider variety of ingredients and techniques to prepare and combine ingredients safely | - Read and follow recipes which involve several processes, skills and techniques | - Select appropriate ingredients and use a wide range of techniques to combine them | - Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills |
| **Personal, Social and Emotional**  **Development** |
| **Physical Development** | -Use large-muscle movements to wave flags and streamers, paint and make marks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. | -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. | **Nutrition** |  |  |  |  |  |  |
| **Understanding the World** |  |  | **Design and Communication** | - Use pictures and words to describe what he/she wants to do  - Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing | - Design purposeful, functional, appealing products for himself/herself and other users based on design criteria | - Use knowledge of existing products to design his/her own functional product  - Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes | - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience | - Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product  - Create prototypes to show his/her ideas | - Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products |
| **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.  -Create closed shapes with continuous lines, and begin to use  these shapes to represent objects. | -Create collaboratively, sharing ideas, resources and skills.  -Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  -Use a range of small tools, including scissors, paintbrushes  and cutlery. | **Using Tools and Materials** | - Use a range of simple tools to cut, join and combine materials and components safely | - Choose appropriate tools, equipment, techniques and materials from a wide range  - Safely measure, mark out, cut and shape materials and components using a range of tools | - Safely measure, mark out, cut, assemble and join with some accuracy | - Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks | - Make careful and precise measurements so that joins, holes and openings are in exactly the right place | - Use technical knowledge accurate skills to problem solve during the making process |
|  |  |  | **Evaluating** |  |  |  |  |  |  |
|  |  |  | **Mechanics and Engineering** | - Build structures, exploring how they can be made stronger, stiffer and more stable  - Use wheels and axles in a product | - Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable  - Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products | - Strengthen frames using diagonal struts | - Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas | - Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable | - Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately |
|  |  |  | **Electronics** |  |  |  |  |  |  |