

DT National Curriculum

EYFS 30-50 Months- Expressive Arts and Designs- Exploring and Using Media and Materials	EYFS 40-60 Months- Expressive Arts and Designs- Exploring and Using Media and Materials
<ul style="list-style-type: none"> • Explores different materials and textures freely • Uses tools for a purpose • Joins different materials. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect • Construct with a purpose in mind and adapt their work where necessary • Uses their increasing knowledge and understanding of tools and materials to explore their interests and techniques • Select tools and techniques to shape, assemble and join materials they are using. • Create collaboratively, sharing ideas, resources and skills
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • To develop the creative, technical and practical expertise needed to perform everyday tasks confidently by designing purposeful, functional and appealing products for themselves and others based on design criteria. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products using a range of tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • To critique, evaluate and test their ideas and products against design criteria. • Understand and apply the principles of nutrition and learn how to cook. • To use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. 	<ul style="list-style-type: none"> • To 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. • To 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 understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems and electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • To understand and apply the principles of a healthy diet. Prepare and cook a variety of savoury dishes. • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

The

1. Design Criteria

Use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Five

2. Research and Explore

Explore and investigate a range of existing products.



Westgarth

3. Design and Plan

Generate, develop, model and communicate their ideas in a range of ways.

Core

4. Make

Working with tools, equipment, materials and components to make quality products.

DT Skills

5. Evaluate

Explore, evaluate and analyse products against own design criteria and existing products.

Skills progression

Subject Area: DT

Subject Leader: Ashleigh Barnes



Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design Criteria/ Context		<p>Understand what they will be designing and making</p> <p>Understand who the user of their product will be</p> <p>Understand what their product will be used for</p>	<p>Understand what they will be designing and making</p> <p>Understand who the user of their product will be</p> <p>Understand what their product will be used for</p>	<p>Understand what they will be designing and making</p> <p>Understand who the user(s) of their product will be by gathering basic information on the intended user</p> <p>Understand what their product will be used for</p>	<p>Understand what they will be designing and making</p> <p>Understand who the user(s) of their product will be by gathering basic information on the intended user</p> <p>Understand what their product will be used for</p>	<p>Evaluate the brief and discuss what products/solutions are available to create a satisfactory outcome</p> <p>Understand and gather information about what a particular group or person want from a product using market research (questionnaire, surveys etc.)</p> <p>Understand what their product will be used for</p>	<p>Evaluate the brief and discuss what products/solutions are available to create a satisfactory outcome</p> <p>Understand and gather information about what a particular group or person want from a product using market research (questionnaire, surveys etc.)</p> <p>Understand what their product will be used for</p>

Skills progression

Subject Area: DT

Subject Leader: Ashleigh Barnes



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Research and explore	<p>Learning about planning and adapting initial ideas to make them better.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Understand what a product is and who its users are</p> <p>Understand how a product operates and what it is used for</p> <p>Identify where you might find this product/where it will be used</p>	<p>Understand what a product is and who its users are</p> <p>Understand how a product operates and what it is used for</p> <p>Identify where you might find this product/where it will be used</p> <p>Identify what materials have been used to make the product</p> <p>Express opinions on a product and justify their thoughts</p>	<p>Understand what a product is, who its users are, how it operates, what it is used for and what its purpose is</p> <p>Identify what materials have been used to make the product, what their properties are and discuss why they may have been used</p> <p>Evaluate the product based on its design and use</p> <p>Research facts about famous/relevant inventors/chefs/designs that are related to the product</p>	<p>Understand what a product is, who its users are, how it operates, what it is used for and what its purpose is</p> <p>Identify what materials have been used to make the product, what their properties are and discuss why they may have been used</p> <p>Evaluate the product based on its design and use</p> <p>Research facts about famous/relevant inventors/chefs/designs that are related to the product</p>	<p>Understand what a product is, who its users are, how it operates, what it is used for and what its purpose is</p> <p>Identify what materials have been used to make the product, what their properties are and discuss what alternative materials could have been used</p> <p>Evaluate the product based on design, appearance and functionality</p> <p>Attempt to identify the cost to make a product</p> <p>Research facts about famous/relevant inventors/chefs/designs that are related to the produ</p>	<p>Understand what a product is, who its users are, how it operates, what it is used for and what its purpose is</p> <p>Identify what materials have been used to make the product, what their properties are and discuss what alternative materials could have been used</p> <p>Evaluate the product based on design, appearance and functionality</p> <p>Attempt to identify the cost to make a product</p> <p>Research facts about famous/relevant inventors/chefs/designs that are related to the product.</p>

Skills progression

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Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design and plan (Iterative approach)	<p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Begin to use the language of designing and making, e.g. join, build and shape.</p>	<p>Discuss what their steps for making could be</p> <p>Represent ideas through talking and drawing</p>	<p>Discuss what their steps for making could be</p> <p>Represent ideas through talking and drawing</p>	<p>Describe what their product will be used for and how it will work</p> <p>Explain why their product is suitable for the intended user</p> <p>Represent ideas through talking and drawing</p>	<p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to intended users</p> <p>Explain how parts of their product work</p> <p>Generate realistic ideas that meet needs of user and take into account availability of resources</p>	<p>Describe the purpose of their product</p> <p>Identify design features that will appeal to intended users</p> <p>Brain</p> <p>Explain how parts of their product works</p> <p>Develop their own design criteria and use for planning ideas</p> <p>Generate realistic ideas that meet needs of user and take into account availability of resources</p>	<p>Describe the purpose of their product</p> <p>Identify design features that will appeal to intended users</p> <p>Brain</p> <p>Explain how parts of their product works</p> <p>Create a design description for their product</p> <p>Highlight the impact of time, resources and cost within their design ideas</p> <p>Generate innovative ideas that meet needs of user</p>

Skills progression

Subject Area: DT

Subject Leader: Ashleigh Barnes



Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To join construction pieces together to build and balance.</p>	<p>Choose the correct/suitable tools for process</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape with adult support</p> <p>Join, assemble and combine materials and components with adult support</p> <p>Use finishing techniques, including skills learned in art</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learned in art with some accuracy</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learned in art with some accuracy</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learned in art with some accuracy</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving when facing a mistake or practical problem</p> <p>Use finishing techniques, including skills learned in art accurately</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving when facing a mistake or practical problem</p> <p>Use finishing techniques, including skills learned in art accurately</p>	<p>Choose the correct/suitable tools for process and be able to explain why they should be used</p> <p>Understand and follow food safety and hygiene processes</p> <p>Select materials and components, and: Measure, mark, cut and shape accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving when facing a mistake or practical problem</p> <p>Use finishing techniques, including skills learned in art accurately</p>

Skills progression

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Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	To experiment with creating different things and to be able to talk about their uses.	<p>Discuss designs and finished products with other children and adults</p> <p>Make simple judgements and evaluations of how the finished product met the original design and brief</p>	<p>Discuss designs and finished products with other children and adults</p> <p>Make simple judgements and evaluations of how the finished product met the original design and brief</p> <p>Suggest how their product could have been improved</p>	<p>Discuss designs and finished products with other children and adults - using the design criteria as a guide</p> <p>Make judgements and consider the views of others, including the intended user</p> <p>Identify strengths and discuss how weaknesses could be overcome in future projects</p>	<p>Discuss designs and finished products with other children and adults - using the design criteria as a guide</p> <p>Make judgements and consider the views of others, including the intended user</p> <p>Identify strengths and discuss how weaknesses could be overcome in future projects</p>	<p>Discuss designs and finished products with other children and adults - using the design criteria as a guide</p> <p>Make judgements and consider the views of others, including the intended user</p> <p>Identify strengths and discuss how weaknesses could be overcome in future projects</p> <p>Create a reflective product design which suggests amendments to overcome weaknesses</p> <p>Give constructive feedback to others on their products and make suggestions on how to improve</p>	<p>Discuss designs and finished products with other children and adults - using the design criteria as a guide</p> <p>Make judgements and consider the views of others, including the intended user</p> <p>Identify strengths and discuss how weaknesses could be overcome in future projects</p> <p>Create a reflective product design which suggests amendments to overcome weaknesses</p> <p>Give constructive feedback to others on their products and make suggestions on how to improve</p>

Skills progression

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Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	<p>To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Children have basic hygiene awareness.</p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques</p>	<p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading,</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping,</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>

		<p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>	<p>such as cutting, peeling and grating.</p>	<p>kneading and baking.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p>	<p>Know different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p>
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