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|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Design** | Begin to talk about their designs. | * Generate ideas from existing examples * Talk about their designs. | * State what products they are designing and making. * Use existing knowledge to generate their own designs. * Describe what their products are used for. | * Say what making, who for, how it works, design and develop ideas in drawings. * Model ideas by exploring materials, components and by making templates. | * Describe the purpose of their products and indicate design features. * Develop their own design criteria thinking about the user. * Model ideas using prototypes * Use annotated diagrams and some CAD packages to develop and communicate ideas. | * Share and clarify ideas confidently, through discussion. * Model ideas using prototypes and pattern pieces. * Use, some cross-sectional drawings and computer- aided design packages, to develop and communicate ideas. | * Describe in detail, the purpose of their products. * Develop their own design criteria and use this to inform their ideas. * Model ideas using prototypes and pattern pieces. * Draw cross-sectional drawings, diagrams and computer-aided design packages * Research ideas make them realistic and environmentally friendly. | * Carry out research   to find out what user wants, design an appropriate product to meet their needs.   * Model ideas using   prototypes and pattern pieces.   * Use, cross-sectional   drawings, diagrams and  CAD packages, to develop and  communicate ideas. |

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|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Make** | * Selects from a range of materials and components. * Begins to follow safety procedures. | * Shows some planning skills by suggesting what to do next. * Selects from a range of materials and components. * Follow safety procedures. | * Selects from and uses a range of tools, materials and components. * Follows procedures for safety. * Measures, marks out, shapes and cuts materials. | * Plans, selects tool and materials and explains their choices. * Follows procedures for safety. * Measures, marks out, cuts, shapes, assembles, joins and combines materials.   Begins to use finishing techniques | * Explain their choices * Order the main stages of making * Follow procedures for safety * Use a wide range of materials and components * Measures, marks out, cuts and shapes materials with some accuracy   Applies finishing techniques | * Follow procedures for safety. * Use an extensive range of materials and components * Measures, marks out, cuts and shapes materials and components with accuracy. * Accurately assemble, join and combine most materials.   Accurately apply several finishing techniques. | * Selects materials and components suitable to the task. * Formulate step-by-step plans as guide to making. * Follow procedures for safety * Accurately assemble**,** joins and combines most materials. * Accurately apply a range of finishing techniques, including those from art and design sessions. | * Formulate step-by-step plans as guide to making. * Accurately assembles,   joins, cuts, measures and combines materials using several steps.   * Accurately apply a range of finishing techniques, including those from art and design. |

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| **Evaluate** | * Begin to talk about their design ideas and what they are making. | * Think about how to make their products better. * Begin to talk about their design ideas and what they are making. | * Talk about their design ideas, what they are making and how to improve it. * Talk about likes and dislikes of existing products. | * Make simple judgments about their products and ideas against design criteria. * Explore what products are, what are they made from, who they are for, how they are used, where they are from. * Write about likes and dislikes of existing products with reasoning. | * Identify the strengths and areas for development in their ideas and products. * Refer to their design criteria as they design and make * To analyse how well products have been made and designed * Recognise successful inventors, designers, and engineers who have been influential in the D+T industries. | * Identify the strengths/ development in products. * Refer to their design criteria as they design and make, evaluate improve. * Investigate and analyses existing products and their own products * Recognise influential people several who have been influential in the design and technology industries. | * Identify strengths/ weaknesses in their products. * Refer to their design criteria as they design and make to evaluate and improve. * Critically evaluate the design, impact and quality against their original specification. * Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries. | * Consider their design against original plan,   intended user, quality and fit for purpose   * Investigate, analyses and critique products, including relating to sustainability. * Recognise several   inventors, designers, chefs,  manufacturers and  engineers, who have been  influential in the design and technology industries. |

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| **Technical Knowledge** | * Show an interest in toys with buttons and mechanics. | * Begin to know about the simple working characteristic of materials and components. * Begin to understand the movement of simple mechanisms such as: levers, sliders, wheels. | * Know how to operate simple equipment * Know about the movement of simple mechanisms such as: levers, sliders. * Begin to use the correct technical vocabulary for projects. | * Understand working characteristic of materials. * Know about the movement of simple mechanisms such as: levers, sliders. * Understand how freestanding structures can be made stronger, stiffer and more stable. * Recognise that 3D textiles products can be assembled from two identical fabric shapes.   Use the correct technical vocabulary for projects. | * Understand that materials have functional and aesthetic qualities. * Know how mechanical systems create movement. * Know that simple electrical circuits and components can be used to create functional products. * Program a computer to control their products. | * Apply knowledge of functional and aesthetic to their own products. * Know that mechanical and electrical systems have an input, process and output. * Make strong, stiff shell structures for a purpose. * Know that a single fabric shape can be used to make a 3D textile product. | * Know how mechanical systems create movement. * Program a computer to control their products. * Explore more complex   electrical circuits and  components.   * Program a computer to monitor changes in the environment and control their   products.   * Reinforce and strengthen a   3D framework.   * Know that 3D textile products can be made from a combination of fabric shapes. | * Know that mechanical and electrical systems have an input, process and output * Know how mechanical systems create movement. * Program computer systems and devices to control their products. * Make strong structures for a purpose. * Reinforce and strengthen a 3D framework. * Make a 3D textile fabric shape. |

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| **Cooking and Nutrition** | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Healthy Eating** | * Be aware that we need to eat more of some foods and less of others * Recognise the importance of drinking water * Know the importance of brushing teeth twice a day * Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill * Understand that some foods need to be washed before they are safe to eat (e.g. fruits and vegetables) | | * Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods * Are beginning to use the eat well plate * Understand the importance of water and drinking water regularly * Understand the types of food that can affect the health of teeth * Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer) * Know that all food comes from plants or animals and can identify some foods from each group | * Sort ingredients into key food groups. * Explain whether foods are healthy and explain reasoning. * Explain whether foods are healthy and explain reasoning. | * Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active * Understand the importance of keeping hydrated * Understand that food is caught or farmed * Begin to understand appropriate portion sizes for regular meals and healthy snacks * Understand how to keep teeth healthy * Begin to be able to read and understand food labels | * Know how to be both hygienic and safe when using food. * Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat * Understand that people have different views on how food is produced and that this influences the food they buy * Read and understand food labels | * Know how to be both hygienic and safe when using food. * Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat * Understand that people have different views on how food is produced and that this influences the food they buy * Read and understand food labels | * Embed the knowledge of appropriate portion sizes * Know the importance of not skipping meals, including breakfast |
| **Knife and Equipment Skills** | * Use the [claw grip](https://www.youtube.com/watch?v=wVJUD8SSQRA) to cut soft fruit using a serrated vegetable knife (e.g. fruit) * Using physical guidance if necessary, peel harder food (e.g. apple, potato) * Use a **melon baller** to core an apple * Use a lemon squeezer | | * Drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweetcorn) * Peel soft vegetables using a peeler (e.g. cucumber) * Use a melon baller to core an apple * Use a lemon squeezer * Use the [claw grip](https://www.youtube.com/watch?v=wVJUD8SSQRA) to cut soft and firmer foods using a serrated vegetable knife (e.g. cucumber, celery, peppers) * Model how to use the [bridge hold](https://www.youtube.com/watch?v=zo0lx_tFhH0) to cut firmer foods using a serrated vegetable knife (e.g. apple) | * Use the [claw grip](https://www.youtube.com/watch?v=wVJUD8SSQRA) to cut soft foods using a serrated vegetable knife (e.g. tomato) * Use the [bridge hold](https://www.youtube.com/watch?v=zo0lx_tFhH0) to cut harder foods using a serrated vegetable knife (e.g. apple) * Cut food (including harder food) into evenly sized largish pieces (e.g. potatoes) | * cut harder foods using a serrated vegetable knife (e.g. carrot) * begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) * Grate harder food using a grater (e.g. apples, carrots) * Begin to peel harder food (e.g. apple, potato | * Use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot) * Use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) * Use a masher to mash hot food to a fairly smooth texture * Cut foods into evenly sized strips or cubes (eg peppers, cheese) * Peel harder food (eg apple, potato) * Crush garlic using a garlic press * Grate harder food using a grater (e.g. apples, carrots) | * Confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot); * Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) * Confidently peel harder food using a peeler (e.g. apple, potato) | * Finely grate hard foods (e.g. zesting, parmesan cheese) * Confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot) * Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) * Confidently peel |
| **Mixing and Moulding** | * Sift flour into bowl * Mix, stir and combine liquid and dry ingredients (e.g. muffins) * With help, use hands to rub fat into flour (e.g. rock buns) * With help crack an egg and beat together using a fork * With physical guidance, use a small table knife for spreading soft spreads on to bread * Use hands to shape dough into small balls or shapes * With help assemble and arrange cold ingredients (e.g. fruit kebabs) | | * Use a small table knife for spreading soft spreads on to bread * Use hands to shape dough into small balls or shapes * Assemble and arrange cold ingredients (e.g. sandwiches, fruit salad). * Weigh and measure dry ingredients and liquids * Use cups or electronic scales to measure and weigh. * Mix, stir and combine liquid and dry ingredients (e.g. flapjacks) * Use hands to rub fat into flour * Model and teach how to crack an egg and beat together using a fork | * Weigh and measure dry ingredients and liquids * Use cups or electronic scales to measure and weigh * Sift flour into bowl * Crack an egg and beat together using a fork * Use hands to rub fat into flour | * Prepare for cooking/show understanding of hygiene * Measure and weigh ingredients appropriately * Follow a recipe * Sieve flour, raising agents and spices together in to a bowl * Use hands to rub fat into flour (e.g. scones, apple crumble) * Knead and shape dough in to evenly sized shapes * Assemble and arrange ingredients for simple dishes (e.g. apple crumble,) | * Sieve flour, raising agents and spices together into a bowl * Use hands to rub fat into flour (e.g. scones, apple crumble) * Crack an egg and beat with balloon whisk * Use a rolling pin to flatten and roll out dough (e.g. scones) * use biscuit cutters * Coat food with egg and breadcrumbs (e.g. fish cakes) * Knead and shape dough into evenly sized shapes * Assemble and arrange ingredients for simple dishes (e.g. scrambled egg on toast) | * Use fingertips to rub fat into flour to make fine ‘bread crumbs’ (e.g. apple crumble) * Sieve wet and dry ingredients with precision * Confidently crack an egg * Spread food evenly with a coating, paste or glaze * Knead and shape dough into a variety of shapes | * Use fingertips to rub fat into flour to make fine ‘bread crumbs’ (e.g. apple   crumble)   * Sieve wet and dry ingredients with precision * Confidently crack an egg * Spread food evenly with a coating, paste or glaze * Knead and shape dough into a variety of shapes * Use hands to shape mixtures into evenly sized pieces (e.g. burgers) * Use a rolling pin to roll out dough to a specific thickness (e.g. pizza) * Assemble, arrange and layer more advanced dishes (e.g. spaghetti bolognaise, fish pie) * Use biscuit cutters accurately to assemble, arrange and layer more advanced dishes (e.g.   apple sponge pudding, shepherd’s pie) |
| **Cooking** |  | |  |  | * begin to use a toaster or microwave (e.g. beans on toast)   Using physical guidance when necessary, handle hot food safely once adults have removed food from the hob or oven (e.g. use oven gloves and a fish slice to remove scones from the baking tray) | * Confidently use a toaster or microwave (e.g. beans on toast) * Handle hot food safely once adults have removed food from the hob or oven (e.g. use oven gloves and a fish slice to remove scones from the baking tray) | * Handle hot food safely (use of oven gloves and appropriate utensils when removing from oven) * Confidently use a toaster or microwave (e.g. beans on toast) | * Confidently use a toaster or microwave (e.g. beans on toast) * Handle hot food safely (use of oven gloves and appropriate utensils when removing from oven) |