



Structures						
Unit	EYFS		1			2
	Junk modelling		Constructing a windmill			n/a
Key Vocabulary	join stick cut bend slot smooth bendy bump scissors blades	handle snip cut squeeze bubble wrap pasta tin foil playdough straws	Axle base centre equal evaluate Middle rotate	Rotor rotor blades sails stable strong	Structure test weak wind windmill	
Technical Knowledge	<ul style="list-style-type: none"> To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model. 		<ul style="list-style-type: none"> To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together. 			



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
		National Curriculum Subject Content	Design	<ul style="list-style-type: none"> Making verbal plans and material choices. Developing a junk model. 	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Make	<ul style="list-style-type: none"> Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together. 		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. ELG: Physical development: Fine motor skills <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paint brushes and cutlery 	<ul style="list-style-type: none"> Making stable structures from card, tape and glue. Learning how to turn 2D nets into 3D structures. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure. 	
Evaluate	<ul style="list-style-type: none"> Giving a verbal evaluation of their own and others' junk models with adult support. Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model. 		ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. Suggest points for improvements. 	



Mechanisms			
Unit	EYFS	1	2
	n/a	Making a Moving Story Book	Fairground Wheel
Key Vocabulary		sliders mechanism adapt design criteria design input model template assemble test	design design criteria wheel Ferris wheel pods axle axle holder frame mechanism
Technical Knowledge		<ul style="list-style-type: none"> To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. 	<ul style="list-style-type: none"> To know that different materials have different properties and are therefore suitable for different uses. To know the features of a Ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur.



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
		National Curriculum Subject Content	Design		
Make				<ul style="list-style-type: none"> Following a design to create moving models that use levers and sliders. 	<ul style="list-style-type: none"> Selecting materials according to their characteristics. Following a design brief.
Evaluate				<ul style="list-style-type: none"> Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience. 	<ul style="list-style-type: none"> Evaluating different designs. Testing and adapting a design.



Cooking & Nutrition									
Unit	EYFS			1			2		
	Soup			Smoothies			A Balanced Diet		
Key Vocabulary	seeds	sweetcorn	blender				appearance		
	roots	garlic	knife	blend	fruit	seed	balanced	evaluate	review
	leaves	onion	chopping	blender	healthy	select	carbohydrates	feel	scissors
	stem	potato	board	chopping board	ingredients	smoothie	chopping board	fruit	smell
	plant	leek	hob	compare	juice	stem	combination	grate	snip
	flower	spinach	boil	cut	juicer	table knife	cut	grater	spread
	bud	peas	blend	design	leaf	taste	dairy	ingredients	spreads
	juicy	pumpkin	mix	evaluate	plant	tree	design	menu	table knife
	bitter	butternut	soup	flavour	recipe	vegetable	design brief	oils	taste
	chewy	squash	creamy	fork	root	vine	diet	proteins	vegetables
carrot	broccoli	sweet							
	saucepan	sour							
Technical Knowledge	<ul style="list-style-type: none"> To know that soup is ingredients (usually vegetables and liquid) blended together. To know that vegetables are grown. To recognise and name some common vegetables. To know that different vegetables taste different. To know that eating vegetables is good for us. To discuss why different packages might be used for different foods. 			<ul style="list-style-type: none"> To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 			<ul style="list-style-type: none"> To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that 'ingredients' means the items in a mixture or recipe. 		



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
		National Curriculum Subject Content	Design	<ul style="list-style-type: none"> Designing a soup recipe as a class. Designing soup packaging 	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <p>ELG: Managing self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including - understanding the importance of healthy food choices <p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: healthy eating.
Make	<ul style="list-style-type: none"> Chopping plasticine safely. Chopping vegetables with support. 		<p>ELG: Expressive Arts and design: Creating with materials</p> <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. <p>ELG: Physical development: Fine motor skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery 	<ul style="list-style-type: none"> Chopping fruit and vegetables safely to make a smoothie. Juicing fruits safely to make a smoothie. 	<ul style="list-style-type: none"> Chopping foods safely to make a wrap. Constructing a wrap that meets a design brief. Grating foods to make a wrap. Snipping smaller foods instead of cutting.
Evaluate	<ul style="list-style-type: none"> Tasting the soup and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. 		<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging. 	<ul style="list-style-type: none"> Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products.



KS1 Progression of Skills and Knowledge in Design Technology

	<ul style="list-style-type: none"> Choosing their favourite packaging design and explaining why 		<ul style="list-style-type: none"> Comparing their own smoothie with someone else's. 	<ul style="list-style-type: none"> Describing the information that should be included on a label. Evaluating food by giving a score.
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Knowledge

Textiles			
Unit	EYFS	1	2
	Bookmarks	n/a	Pouches
Key Vocabulary	thread push weave pull pinch through push back pull front through sew under sewing needle over wool up thread down hessian pattern		Decorate fabric fabric glue knot needle needle threader running stitch sew template thread
Technical Knowledge	<ul style="list-style-type: none"> To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object. 		<ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing.



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
		National Curriculum Subject Content	Design	<ul style="list-style-type: none"> Discussing what a good design needs. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. 	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Make	<ul style="list-style-type: none"> Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading. 		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. ELG: Physical development: Fine motor skills <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. 	<ul style="list-style-type: none"> Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template 	
Evaluate	<ul style="list-style-type: none"> Reflecting on a finished product and comparing to their design. 		ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Troubleshooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why. 	