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| **Happiness Responsibility Friendship Respect Courage** | | | |
| **DESIGN & TECHNOLOGY** | | | |
| **Design Make Evaluate Technical Knowledge** | | | |
| **Food and Cooking** | | | |
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| **EYFS** | | | |
| A healthy diet. (Link to Y1)  Healthy Eating  Making cupcakes  Using simple tools & techniques (links to Y1 Structures & Y2 Mechanisms)  Shoe box farm (Y2 structures) | | | |
| **Year One - Smoothies** | | **Year Two - Balanced diet** | |
| Knowledge | Skills | Knowledge | Skills |
| To know that a blender is a machine which mixes ingredients together into  a smooth liquid.  To know that a fruit has seeds and a vegetable does not.  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 | **DESIGN**  Designing smoothie carton packaging by-hand.  Learning where and how fruits and vegetables grow.  **MAKE**  Chopping fruit and vegetables safely to make a smoothie.  Juicing fruits safely to make a smoothie.  Identifying if a food is a fruit.  **EVALUATE**  Tasting and evaluating different food combinations.  Describing appearance, smell and taste.  Suggesting information to be included on packaging.  Comparing their own smoothie with someone else’s. |  | DESIGN  Designing three wrap ideas.  MAKE  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.  Spreading soft foods to make a wrap.  Identifying the five food groups.  Learning about balanced diet.  EVALUATE  Describing appearance, smell and taste.  Taste and evaluating different food combinations.  Describing the information that should be included on a label. |
| **Textiles** | | | |
| **PUPPETS** | |  | |
| **Year One** | | **Year Two** | |
| Knowledge | Skills | Knowledge | Skills |
| To know that ‘joining technique’ means connecting two pieces of material together.  To know that there are various temporary methods of joining fabric by using staples. glue or pins.  To understand that different techniques for joining materials can be used for different purposes.  To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.  To know that drawing a design idea is useful to see how an idea will look. | **DESIGN**  Using a template to create a design for a puppet.  **MAKE**  Cutting fabric neatly with scissors.  Using joining methods to decorate a puppet.  Sequencing steps for construction.  **EVALUATE**  Reflecting on a finished product, explaining likes and dislikes. | Strand not taught in Year 2 | Strand not taught in Year 2 |
| **Mechanisms** | | | |
|  | |  | |
| **Year One** | | **Year Two Fairground wheel** | |
| Knowledge | Skills | Knowledge | Skills |
| Strand not taught in Year 1 | Strand not taught in Year 1 | **TECHNICAL**  To know everyday objects have mechanisms.  To know many things that move have parts inside to help them work.  To know mechanisms usually limit unwanted movement.  To know everyday objects utilise wheels and axles.  To know wheels must be able to turn to work effectively.  To know axles allow wheels to turn without falling off.  ADDITIONAL KNOWLEDGE  To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder | **DESIGN**  Conducting simple surveys or discussions to gather opinions on what others need or like in a design.  Knowing that a survey is used to find out what people like.  Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria.  Knowing that a design brief helps to decide what to make.  Knowing that design criteria are the steps for making a product successful.  Creating ideas with design criteria in mind.  Referring to specific parts of existing products when generating ideas.  Knowing that the design criteria help when thinking of ideas.  Using labels to explain parts of a design, label materials, etc.  Using labels to explain parts of a design, label materials, etc.  Knowing that drawings can help explain how something works.  Knowing that a label explains part of a drawing.  **MAKE**  Choosing materials, ingredients or components from a wider range of materials, ingredients or components.    Explaining their choices based on the properties of materials and components.  Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc.  Following and recalling simple safety instructions.  Knowing that some tools are sharp like scissors and knives.  Choosing known geometric shapes when making.  Beginning to shape objects to improve how they work.  Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere.  Considering balance in their finishing, like evenly spaced decoration.  **EVALUATE**  Discussing a range of existing products and saying what they like and dislike about them.  Evaluating existing products against design criteria.  Evaluating their ideas and creations against simple design criteria.  Knowing that design criteria help to decide if their product is a success.  Suggesting improvements to their peers’ designs and products.  Knowing that improve means to make something better.  Knowing that their suggestions can improve someone else’s work. |
| **Structures** | | | |
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| **Year One – Constructing a windmill** | | **Year Two Baby bear’s chair** | |
| Knowledge | Skills | Knowledge | Skills |
| **TECHNICAL**  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.  To know that the sails or blades of a windmill are moved by the wind.  To know that a structure is something built for a reason.  To know that stable structures do not topple.  To know that adding weight to the base of a structure can make it more stable.  **EXTRA KNOWLEDGE**  To know that design criteria is a list of points to ensure the product meets the clients needs and wants.  To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.  To know that windmill turbines use wind to turn and make the machines inside work.  To know that a windmill is a structure with sails that are moved by the wind.  To know the three main parts of a windmill are the turbine, axle and structure.  To know that windmills are used to generate power and were used for grinding flour. | **DESIGN**  Learning the importance of a clear design criteria.  Including individual preferences and requirements in a design.  **MAKE**  Making stable structures from card.  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.  Finding the middle of an object. Puncturing holes.  Adding weight to structures.  Creating supporting structures.  Cutting evenly and carefully.  **EVALUATE**  - | **TECHNICAL**  To know that materials can be manipulated to improve strength and stiffness.  To know that a structure is something which has been formed or made from parts.  To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move.  To know that a ‘strong’ structure is one which does not break easily.  To know that a ‘stiff’ structure or material is one which does not bend easily. | **DESIGN**  Generating and communicating ideas using sketching and modelling.  **MAKE**  Making a structure according to design criteria.  Creating joints and structures from paper/card and tape.  Building a strong and stiff structure by folding paper  **EVALUATE**  Testing the strength of own structure.  Identifying the weakest part of a structure.  Evaluating the strength, stiffness and stability of own structure. |