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| **Happiness Responsibility Friendship Respect Courage** | | | |
| **DESIGN & TECHNOLOGY** | | | |
| **Design Make Evaluate Technical Knowledge** | | | |
| **Food and Cooking** | | | |
|  | |  | |
| **EYFS** | | | |
| (Y1/2 Mechanisms) Shoe box farm (Y2 Structures)  A healthy diet. (Link to DT making pre-cut fruit kebab- Y1) Healthy Eating – Making Vegetable soup Instructions -Making cupcakes  Shoe box farm (y1/2 Mechanisms) | | | |
| **Year One** | | **Year Two** | |
| Knowledge | Skills | Knowledge | Skills |
| I know how to identify fruit and vegetables.  I know where my food grows i.e on a bush, vine etc  I know which is the fruit and vegetable segment on The Eatwell Guide and why the segment is large.  I know about hand hygiene and the need to wash my fruit and vegetables. | I can draw and label different fruit and vegetable (Using a magnifying glass/ in sections / inside and out)  I can taste and compare different fruit and vegetables and I can give my personal opinions on taste.  I can observe manufactured fruit kebabs and share my thoughts and opinions.  I can be part of a class planning team to develop a class SC.  I can draw and label my fruit kebab plan considering taste, texture, health properties and colour.  I can chop, juice, peel spread, shape, mix, stir, spoon, measure, cut out, grate, snip, sift and thread my fruit with some adult support.  I can create my fruit kebab and evaluate it. | I know what makes a balanced diet – referring to the Eatwell Guide.  I know how to experience food using my senses.  I know to make my wrap healthy, it should use products from more than one segment on the Eatwell guide.  I know where my food comes from (i.e tuna – sea) | I can identify the different segments on the Eatwell Guide and I can explain why they are different sizes.  I can talk about healthy and unhealthy foods linked to a balanced diet -sugar in different drinks  I can use my senses to record my explorations of different food tasting and combinations.  I can record my preferences on a table.  I can create a Sc as part of a group or class  I can chop, peel, spread, shape, mix, stir, spoon, measure, cut out, grate, snip, sift and combine.  I can draw a plan of my wrap, the shopping I need and the equipment I will need.  I can create my own wrap and evaluate it based on taste, appearance, balance and any other agreed criteria. |
| **Textiles** | | | |
| **Templates and Joining Techniques** | |  | |
| **Year One** | | **Year Two** | |
| Knowledge | Skills | Knowledge | Skills |
| I know what my product will be used for.  I know who will want to use my product.  I know that tools and equipment must be safely. | I can explore and evaluate a range of existing textile products relevant to my project.  I can design my product using drawings.  I can create a template to create 2 identical shapes and mark out my fabric.  I can cut my fabric to the correct shape and size.  I can join 2 pieces of fabric together using running stitch, glue and staples.  I can finish my product using painting, fabric crayons and sequins.  I can evaluate my ideas throughout my project against my original design. | Strand not taught in Year 2 | Strand not taught in Year 2 |
| **Mechanisms** | | | |
| **Sliders and Levers** | | **Wheels and Mechanisms** | |
| **Year One** | | **Year Two** | |
| Knowledge | Skills | Knowledge | Skills |
| I know what sliders and levers are.  I know different mechanisms produce different types of movement. | I can explore books and everyday objects which use simple sliders and levers.  I can practise making sliders and levers.  I can work from a simple design criteria.  I can use scissors carefully and I can join paper, card and card strips with paper fasteners, tape and glue.  I can use finishing techniques – felt pens and paint  I can evaluate my product against the SC. | I know what wheels, axles and axle holders are.  I know the difference between fixed and free moving axles. | I can investigate a range of wheeled products through play and questioning.  I can draw and label the main parts of a wheeled product.  I can use construction kits to show fixed/ free axles.  I can mark out, cut and join materials and components correctly  I can design and make a wheeled vehicle using a success criteria.  I can use finishing techniques – clip art and paint programs  I can evaluate and show how my product works against the SC. |
| **Structures** | | | |
|  | | **Free Standing Structures** | |
| **Year One** | | **Year Two** | |
| Knowledge | Skills | Knowledge | Skills |
| Strand not taught in Year 1 | Strand not taught in Year 1 | I know what a free-standing structure is  I know how to make a free-standing structure stronger, stiffer and more stable.  I know how to design a free-standing structure.  I know how to construct a free-standing structure to hold a teddy. | I can explore free standing structures in the local environment, classroom and books.  I can draw and label existing free-standing structures with correct vocabulary.  I can be part of a class group to decide Who is the product for? What is the purpose? What materials will you use? How will you make it strong(er)?  I can use a construction kit to create a free-standing structure.  I can plan the order as a class and draw my ideas.  I can construct my free-standing structure using reclaimed resources where possible.  I can evaluate my design as I work and as a finished product. |