|  |
| --- |
| **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 etcI 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 drinksI 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 classI 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 paintI 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 correctlyI can design and make a wheeled vehicle using a success criteria.I can use finishing techniques – clip art and paint programsI 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 isI 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. |