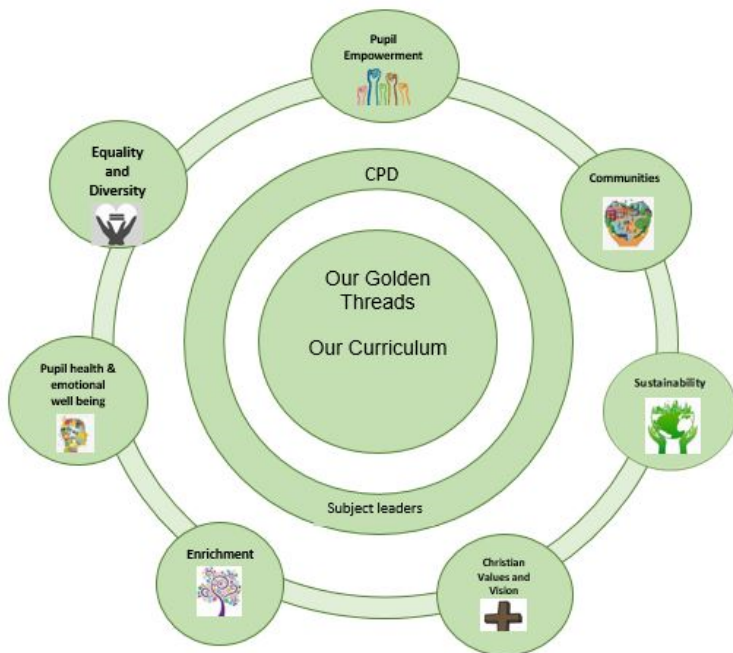


Kenn C of E Primary

Curriculum Design for DT



Intent

At Kenn it is important that we acknowledge that technologies surround the communities in which our children live and grow up in. Their understanding of technologies and their knowledge of how to affect them is imperative to their development and the future of our communities and the planet. It is our intent that all young citizens will develop a capacity for action and a critical appreciation of the processes through which technologies are developed and how they can contribute to society. Our pupils are continually given opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, pupils consider desirable, sustainable patterns of living, and contribute to preferred futures for themselves and others.

Through DT children will learn important life skills. They will be taught to problem solve, encounter resilience, evaluate and critically critique as well as developing making skills. We also want our children to be able to think and talk like an expert. Technical vocabulary will therefore be something the children become accustomed to. All children, despite their background, experiences and ability will be accommodated for in the delivery of DT in our school.

Our teaching of DT will contribute towards our Christian vision: *to aspire, believe and flourish within a nurturing community*. We will achieve this by challenging learners, setting high expectations, celebrating successes and learning from mistakes, having confidence and faith in our own ideas, abilities and self-worth, engaging with our local community, tapping into parental knowledge and skills, and aiding to develop children into creative, knowledgeable life-long learners.

Meeting the needs of all children

As with all subjects in the curriculum every child has the right to an ambitious and progressive curriculum. Any barriers that might arise need to be addressed in order for the child to achieve their full potential in DT. Due to the progressive nature of the Knowledge, Skills and Understanding from EYFS to Year 5/6 there is a clear framework in which to support the child by developing their learning to an appropriate level for their specific and individual needs. DT can provide a practical method of communication which also supports children in this field. We aim to provide essential knowledge, experiences, and opportunities to all children, particularly the most disadvantaged, as part of developing cultural capital to prepare them for future success. While teaching DT, teachers will prioritise familiar powerful strategies, like scaffolding and explicit instructions, to support pupils with SEND. This means understanding the needs of specific pupils and weaving specific approaches into every day, high quality classroom teaching- being inclusive by design not as an afterthought.

Implementation

At Kenn C of E Primary School, DT is taught:


- In line with the National Curriculum, supported by a clear knowledge and skills progression starting in EYFS and continuing right through to the end of Key Stage 2.
- Ensuring knowledge and skills are built on year by year and sequenced appropriately to maximise learning for all children.
- Following the design, make and evaluate cycle.
- With each stage of the cycle rooted in technical knowledge - the design process also rooted in real life, relevant contexts to give meaning to learning.
- With DT units organised so that they link to current class topics in order to combine and build on prior learning in DT and link with other subjects. This can be seen in the school's two year rolling curriculum overview.
- By well-trained teachers who are supported by the DT co-ordinator and given appropriate CPD where necessary to ensure successful implementation of the curriculum. Links with secondary schools are made where possible to enable staff to confidently plan for progression to KS3.

Impact

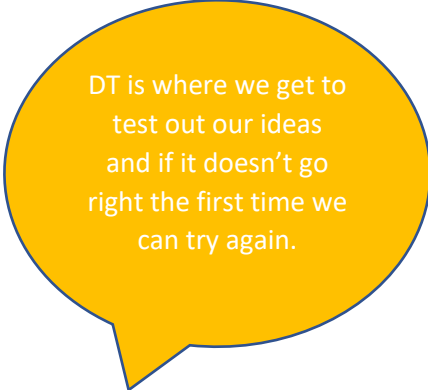
The vast majority of children will achieve age related expectations in DT at the end of their cohort year. Through quality first teaching and the experiences of a great range of lessons and activities, children will retain knowledge that is pertinent to DT with a real life context, including being able to name designers and their techniques and where they can see them used in the outside world. Children are able to practise ideas and reflect knowledge. Learners work both independently and collaboratively and are given opportunities to investigate and experiment with techniques critically. Our monitoring shows that children are able to explain the techniques they have used to create their work and are able to orally appraise and reflect on their own and others' work. Children develop a range of technical vocabulary in the context of their DT lessons. These are referred to and reinforced regularly outside of art lessons (vocabulary displays – tier 3 words) to ensure deep learning takes place. Children take on transferable skills in their DT learning, such as critical thinking, questioning skills and reflection on successes and challenges and become inquisitive and deep thinkers around the bigger concepts in modern life.

Pupil Voice


(Quotes from children in KS1 and KS2 in Jan 2024)




I love experimenting and DT is all about experimenting in one way or another.



DT is where we get to test out our ideas and if it doesn't go right the first time we can try again.



We often use DT to help explore the topics we are learning about



We made moving skeletons – it helped us to learn about the body.

End Points and Expectations

Early Years Foundation Stage

The main areas of learning that support the development of children's Design and Technology knowledge and understanding are drawn from the following areas of the Early Years Foundation Stage; Personal Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design. There are also close links with the Characteristics of Effective Teaching and Learning (CoETL); Playing and Exploring, Active Learning and Creating and Thinking Critically.

Knowledge Skills and Understanding Break Down for Expressive Arts and Design.

Foundation Stage

- Our Design and Technology curriculum enables all children to explore learning behaviours through the Characteristics of Effective Teaching and Learning. They will use these skills in meaningful contexts and be able to apply them in other areas of learning.
- **Playing and Exploring:** children investigate and experience things, and 'have a go'.
- **Active Learning:** children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Children will have the confidence to take risks when tackling new challenges and be curious and creative to solve simple problems practically. They will know and identify similarities and differences in a range of materials. They will know that different technology and tools are used to make different products and can select these appropriately for tasks. They will experiment with colour, design, texture form and function. Children will begin to use simple equipment safely and effectively.

- Children will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Children will share their creations, explaining the process they have used.
- The individual needs, interests and development of each child are used to plan a challenging and rich curriculum.

KS1 and 2

<u>By the end of Key Stage One Aged 7:</u>	<u>By the end of key stage 2</u>
Design - developing planning and communicating ideas.	
<ul style="list-style-type: none"> • Using own designs and plans to bring products to fruition. 	
<ul style="list-style-type: none"> ✓ Select from and use a range of tools and equipment to perform practical tasks. ✓ Select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics. ✓ Build structures exploring how they can be made stronger, stiffer and more stable. ✓ Explore and use mechanisms in their products. 	<ul style="list-style-type: none"> ✓ Select from and use a wider range of tools and equipment to perform practical tasks. ✓ Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities. ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ✓ Understand and use mechanical systems in their products. ✓ Understand and use electrical systems in their products.

<u>By the end of Key Stage One Aged 7:</u>	<u>By the end of key stage 2</u>
Make – Working with tools, equipment, materials and components to make quality products.	
<ul style="list-style-type: none"> • Using own designs and plans to bring products to fruition. 	
<ul style="list-style-type: none"> ✓ Select from and use a range of tools and equipment to perform practical tasks. ✓ Select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics. ✓ Build structures exploring how they can be made stronger, stiffer and more stable. ✓ Explore and use mechanisms in their products. 	<ul style="list-style-type: none"> ✓ Select from and use a wider range of tools and equipment to perform practical tasks. ✓ Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities. ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ✓ Understand and use mechanical systems in their products. ✓ Understand and use electrical systems in their products.

<u>By the end of Key Stage One Aged 7:</u>	<u>By the end of key stage 2</u>
Evaluate – evaluating processes and products.	
<ul style="list-style-type: none"> • Critique, evaluate and test their ideas and products and the work of others 	
<ul style="list-style-type: none"> ✓ Explore and evaluate a range of existing products. ✓ Evaluate their ideas and products against a design criteria. 	<ul style="list-style-type: none"> ✓ Investigate and analyse a range of existing products. ✓ Evaluate their ideas and products against a design criteria, considering the views of others to improve their work. ✓ Understand how key events and individuals in design and technology have helped shape the world.

What DT is taught at Kenn?

This is an overview of what the year groups will cover in our 2 year rolling programme which shows the progression in knowledge expected throughout the school.

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Can you work as a team to make a class scarecrow?	Can you create a beautiful hanging Christmas decoration?	Can you make a stand-up penguin using recycled materials? Can you work in a team to make puppets?	Explore Red Riding Hood characters.	Can you design and make a new car for Mr Gumpy that rolls?	Can you make a 3D lighthouse and sea scene using paper mache?
Year 1/2	Create healthy treats (dog treats) for the pets cooking and nutrition		How do we keep a dragon's egg warm? Textiles		Design and make houses to recreate Pudding Lane Design and make a boat that floats the Thames Construction	
Year 3/4	Cooking and nutrition Design a meal to sustain an explorer.			Explore still and flexible materials to make a model of a bridge to cross the Exe estuary.		Design and make a wind and waterproof roundhouse for iron age people.
Year 5/6	Design and sew a South American animal bean bag.		Design and make an air raid shelter. Anderson Shelters.	Explore mechanisms such as cams and pulleys to invent a game inspired by the 'We the curious' trip.		Athletics originated in Greece. Design and make a trainer prototype for the next Olympics.

Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Can you design and create a worry monster?	Can you design and create a Christmas cookie?	Can you create a new home for an animal?	Can you design and create a container that will collect water so you can water your flower?	Can you design and create a magic wand?	Can you design and create a mini beast puppet?
Year 1/2	Design and make a space theme vehicle. Explore and use different joining techniques		Design and create a small fairy garden. Textiles		Design and make a bug hotel Construction	
Year 3/4		Design and make mud huts	Make a working model of a Roman catapult.		Make and decorate canopic jars for a Pharaoh's temple.	
Year 5/6	Design and make a rocket that will take off. (bicarb of soda)		Design and make a structure that holds.			Design and make a healthy meal fit for a king and queen.

Pre and Post Primary Objectives

Because children begin school at very different starting points, and with very different life experiences, we feel it important to include Nursery objectives in our Curriculum Document to ensure that if there are big gaps in a child's understanding, the school can quickly address these gaps and ensure barriers to learning are minimised.

Likewise, throughout a child's time in at Kenn, they may experience a vast range of learning opportunities in Science outside of school with their families. To ensure that a broader and deeper understanding in Science is catered for, we refer to the Key Stage 3 Science objectives to allow teachers to challenge learners and ensure pupils continue to progress.

Nursery Objectives (3 to 4-year olds)

As stated in the Development Matters document children at this stage will learn to:

Expressive art and Design	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures
Physical Development	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.

Key Stage 3 Objectives

As stated in the National curriculum children in KS3 will be taught to:

Design	<ul style="list-style-type: none"> • use research and exploration, such as the study of different cultures, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
Make	<ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
Evaluate	<ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding • investigate new and emerging technologies • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
Technical knowledge	<ul style="list-style-type: none"> • understand and use the properties of materials and the performance of structural elements to achieve functioning solutions • understand how more advanced mechanical systems used in their products enable changes in movement and force • understand how more advanced electrical and electronic systems can be powered and used in their

	<p>products [for example, circuits with heat, light, sound and movement as inputs and outputs]</p> <ul style="list-style-type: none">• apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].
Cooking and nutrition	<ul style="list-style-type: none">• understand and apply the principles of nutrition and health• cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet• become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]• understand the source, seasonality and characteristics of a broad range of ingredients.

DT Skills Progression EYFS, KS1 and KS2

Key for objective codes

Skills knowledge

EYFS objectives – From Development matters 2020 – Early learning goals included	Objective codes (for KS1 and KS2 only)	Across KS1	Lower KS2	Upper KS2	Across KS2
<p><u>Making/Designing objectives</u></p> <p>Expressive arts and design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Designing) Create collaboratively, sharing ideas, resources and skills (Making and Designing) <p>Physical development</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace (Making and Designing) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Making) 	<p>PDA - DESIGNING</p> <p>Understanding contexts, users and purposes</p>	<p>PDA 1 - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</p> <p>PDA 2 - state what products they are designing and making</p> <p>PDA 3 - say whether their products are for themselves or other users</p> <p>PDA 4 - describe what their products are for</p> <p>PDA 5 - say how their products will work</p> <p>PDA 6 - say how they will make their products suitable for their intended users</p> <p>PDA 7 - use simple design criteria to help develop their ideas</p>	<p>PDA 8 - gather information about the needs and wants of particular individuals and groups</p> <p>PDA 9 - develop their own design criteria and use these to inform their idea</p>	<p>PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups</p> <p>PDA 12 - develop a simple design specification to guide their thinking</p>	<p>PDA13 - work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>PDA 14 - describe the purpose of their products</p> <p>PDA 15 - indicate the design features of their products that will appeal to intended users</p> <p>PDA 16 - explain how particular parts of their products work</p>
	<p>PDB - DESIGNING</p>	<p>PDB 1 - generate ideas by drawing on their own experiences</p>	<p>PDB 6 - generate realistic ideas,</p>	<p>PDB 8 - generate innovative ideas, drawing on research</p>	<p>PDB 10 - share and clarify ideas through discussion</p>

<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Make and Design) <p>The following are from the Early Learning Goals</p> <p>Physical development (fine motor skills)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. (Making and Designing) <p>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. (Making and Designing) 	<p>Generating, developing, modelling and communicating ideas</p>	<p>PDB 2 - use knowledge of existing products to help come up with ideas</p> <p>PDB 3 - develop and communicate ideas by talking and drawing</p> <p>PDB 4 - model ideas by exploring materials, components and construction kits and by making templates and mockups</p> <p>PDB 5 - use information and communication technology, where appropriate, to develop and communicate their ideas</p>	<p>focusing on the needs of the user</p> <p>PDB 7 - make design decisions that take account of the availability of resources</p>	<p>PDB 9 - make design decisions, taking account of constraints such as time, resources and cost</p>	<p>PDB 11 - model their ideas using prototypes and pattern pieces</p> <p>PDB 12 - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>PDB 13 - use computer-aided design to develop and communicate their ideas</p>
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	Across KS1	Lower KS2	Upper KS2	Across KS2
<p>PMA - MAKING</p> <p>Planning</p>	<p>PMA 1 - plan by suggesting what to do next</p> <p>PMA 2 - select from a range of tools and equipment, explaining their choices</p> <p>PMA 3 - select from a range of materials and components according to their characteristics</p>	<p>PMA 4 - order the main stages of making</p>	<p>PMA 5 - produce appropriate lists of tools, equipment and materials that they need</p> <p>PMA 6 - formulate step-by-step plans as a guide to making</p>	<p>PMA 7 - select tools and equipment suitable for the task</p> <p>PMA 8 - explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>PMA 9 - select materials and components suitable for the task</p> <p>PMA 10 - explain their choice of materials and components according to functional properties and aesthetic qualities</p>
<p>PMB - MAKING</p>	<p>PMB 1 - follow procedures for safety and hygiene</p>	<p>PMB 6 - measure, mark out, cut and shape materials and</p>	<p>PMB 9 - accurately measure, mark out, cut and shape materials and components</p>	<p>PMB 14 - follow procedures for safety and hygiene</p>

Practical skills and techniques	<p>PMB 2 - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</p> <p>PMB 3 - measure, mark out, cut and shape materials and components</p> <p>PMB 4 - assemble, join and combine materials and components</p> <p>PMB 5 - use finishing techniques, including those from art and design</p>	<p>components with some accuracy</p> <p>PMB 7 - assemble, join and combine materials and components with some accuracy</p> <p>PMB 8 - apply a range of finishing techniques, including those from art and design, with some accuracy</p>	<p>PMB 10 - accurately assemble, join and combine materials and components</p> <p>PMB 11 - accurately apply a range of finishing techniques, including those from art and design</p> <p>PMB 12 - use techniques that involve a number of steps</p> <p>PMB 13 - demonstrate resourcefulness when tackling practical problem</p>	<p>PMB 15 - use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>
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		Across KS1	Lower KS2	Upper KS2	Across KS2
<p>Evaluating objectives</p> <p>Expressive arts and Design</p> <ul style="list-style-type: none"> Return to <p>and build on their previous learning, refining ideas and developing their ability to represent them.</p> <ul style="list-style-type: none"> Share <p>their creations, explaining the process they have used. (One of the Early learning goals)</p>	<p>PEA - EVALUATING</p> <p>Own ideas and products</p>	<p>PEA 1 - talk about their design ideas and what they are making</p> <p>PEA 2 - make simple judgements about their products and ideas against design criteria</p> <p>PEA 3 - suggest how their products could be improved</p>	<p>PEA 4 - refer to their design criteria as they design and make</p> <p>PEA 5 - use their design criteria to evaluate their completed products</p>	<p>PEA 6 - critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>PEA 7 - evaluate their ideas and products against their original design specification</p>	<p>PEA 8 - identify the strengths and areas for development in their ideas and products</p> <p>PEA 9 - consider the views of others, including intended users, to improve their work</p>
	<p>PEB - EVALUATING</p> <p>Existing products</p>	<p>PEB 1 - what products are</p> <p>PEB 2 - who products are for</p> <p>PEB 3 - what products are for</p>	<p>PEB 9 - who designed and made the products</p> <p>PEB 10 - where products were designed and made</p> <p>PEB 11 - when products were designed and made</p>	<p>PEB 13 - how much products cost to make</p> <p>PEB 14 - how innovative products are</p> <p>PEB 15 - how sustainable the materials in products are</p>	<p>PEB 17 - how well products have been designed</p> <p>PEB 18 - how well products have been made</p> <p>PEB 19 - why materials have been chosen</p>

		<p>PEB 4 - how products work</p> <p>PEB 5 - how products are used</p> <p>PEB 6 - where products might be used</p> <p>PEB 7 - what materials products are made from</p> <p>PEB 8 - what they like and dislike about products</p>	<p>PEB 12 - whether products can be recycled or reused</p>	<p>PEB 16 - what impact products have beyond their intended purpose</p>	<p>PEB 20 - what methods of construction have been used</p> <p>PEB 21 - how well products work</p> <p>PEB 22 - how well products achieve their purposes</p> <p>PEB 23 - how well products meet user needs and wants</p>
	<p>PEC - EVALUATING</p> <p>Key events and individuals</p>				<p>PEC 1 - about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p>
	<p>PTK - TECHNICAL KNOWLEDGE</p> <p>Making products work</p>	<p>PTK 1 - about the simple working characteristics of materials and components</p> <p>PTK 2 - about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p>PTK 3 - how freestanding structures can be made stronger, stiffer and more stable</p> <p>PTK 4 - that a 3-D textiles product can be assembled from two identical fabric shapes</p> <p>PTK 5 - that food ingredients should be combined according to their sensory characteristics</p> <p>PTK 6 - the correct technical vocabulary for</p>	<p>PTK 7 - how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>PTK 8 - how simple electrical circuits and components can be used to create functional products</p> <p>PTK 9 - how to program a computer to control their products</p> <p>PTK 10 - how to make strong, stiff shell structures</p> <p>PTK 11 - that a single fabric shape can be used to make a 3D textiles product</p> <p>PTK 12 - that food ingredients can be fresh, pre-cooked and processed</p>	<p>PTK 13 - how mechanical systems such as cams or pulleys or gears create movement</p> <p>PTK 14 - how more complex electrical circuits and components can be used to create functional products</p> <p>PTK 15 - how to program a computer to monitor changes in the environment and control their products</p> <p>PTK 16 - how to reinforce and strengthen a 3D framework</p> <p>PTK 17 - that a 3D textiles product can be made from a combination of fabric shapes</p> <p>PTK 18 - that a recipe can be adapted by adding or substituting one or more ingredients</p>	<p>PTK 19 - how to use learning from science to help design and make products that work</p> <p>PTK 20 - how to use learning from mathematics to help design and make products that work</p> <p>PTK 21 - that materials have both functional properties and aesthetic qualities</p> <p>PTK 22 - that materials can be combined and mixed to create more useful characteristics</p> <p>PTK 23 - that mechanical and electrical systems have an input, process and output</p> <p>PTK 24 - the correct technical vocabulary for the projects they are undertaking</p>

		the projects they are undertaking			
		Across KS1	Lower KS2	Upper KS2	Across KS2
	<p>PCNA - COOKING AND NUTRITION</p> <p>Where food comes from</p>	<p>PCNA 1 - that all food comes from plants or animals</p> <p>PCNA 2 - that food has to be farmed, grown elsewhere (e.g. home) or caught</p>		<p>PCNA 3 - that seasons may affect the food available</p> <p>PCNA 4 - how food is processed into ingredients that can be eaten or used in cooking</p>	<p>PCNA 5 - that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p>
	<p>PCNB - COOKING AND NUTRITION</p> <p>Food preparation, cooking and nutrition</p>	<p>PCNB 1 - how to name and sort foods into the five groups in The eatwell plate</p> <p>PCNB 2 - that everyone should eat at least five portions of fruit and vegetables every day</p> <p>PCNB 3 - how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>PCNB 4 - how to use techniques such as cutting, peeling and grating</p>	<p>PCNB 5 - that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate</p> <p>PCNB 6 - that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>PCNB 7 - that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>PCNB 8 - that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>	<p>PCNB 9 - how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>PCNB 10 - how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>

Design			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Draw ideas	Own ideas Design Product Move/s Simple plan Making/make Pictures Words Think Idea Plan Choose Best tools Reasons Describe Pictures Diagram/s Models Develop Starting point	Design Criteria Product Attractive Step by step plan Order Equipment Tools Describe Labelled Sketch Realistic Influence Designers Produce Plan Explain Persevere Adapt Original Communicate Idea/s Sketch Draw Annotated Suggest Improvements	Range of ideas Collect information Different sources Produce Detailed Step by step plan Explain Appeal Specific audience Product Design Pulleys Gears Users view Suggest Alternative plans Positives Drawbacks Use Market research Inform Plans/planning Ideas Follow Refine Justify plan Convince Culture Society Designs

			Constraints Relation to audience
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Make			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Build make	Ideas Make Product Moves Choose Resources Tools Explain Structure/model Strong/er Tidy Arrange Construction Choose Tools Materials Explain Join Components Different ways	Follow Plan Equipment Materials Select Appropriate Tools Techniques Product Electrical component Mechanical component Accurate Measure Cut Holes Shape Mould Tools Task Knowledge	Tools Equipment Competently Make Prototype Final piece Pulleys Gears Persevere Stages of making Process Accurate Measurement Precise Strong Fit for purpose Refine Improve Mouldable materials Use

	Measure Model Structure Movement	Material Best outcome Attempt Product Strong Measure Accurate Advanced techniques Shape Mould Finishing Awareness of audience	Make Specific tool Specific task Correctly Safely Explain Specific action Change work Precise Accurate Hide joints Improve
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Evaluate			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Like Don't like Better worse	Describe Explain Working well Not working well Chosen materials Textiles What went well Consider How Improvements construction	Explain How Improve Know Why Has been successful Has not been successful Change Make design even better if... Evaluate Suggest Improve Purpose Appearance Altered Check/ing Successful	Suggest • Alternative plans • Positive features • Drawbacks • Evaluate • Appearance • Test • Evaluate • Explain • How • Know • Clear criteria • Function • Original criteria • Check/ing • Best it can be • Fit for purpose • Strong • Explain • Refine • Test • Decide • Fit for purpose • Improve • Evaluate resources • Justify • Selected materials

Technical, textiles, materials and mechanisms			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Textiles: Bead Button Fabric Felt Scissors Sew Materials: Cello tape Glue stick Masking tape Paper clip Plasticine Ruler straw	Make Model Stronger Textiles Textile Feel Glue Mechanisms Y1: Move Cut Materials Scissors Describe Sliders Strong Stable Wheels Axels Levers Textiles Y1: Measure Join Cut Mechanisms Y2: Join Moving Add Materials Measure Model or structure Joining	Strengthen Product Stiffening Reinforce Structure Textiles Y3: Join Choose Appearance Qualities Mechanisms Y3: Make Product Components Choose Material Suitability Appearance Strengthen Stiffen Cams Levers Linkages Textiles Y4: Make Product strong Devise Template	Textiles Y5: Choose Textiles Make Attractive Strong Prototype Joining techniques Rolling Folding Concertinaing Reinforce Mechanisms Y5: Cams Linkages Computer Computer-aided design Monitor Control Mechanisms Y6: Enhance a given product Circuit Adding a circuit Improve their product Electrical system Switch Bulb Motor Wire

	Folding Rolling Stronger	Mechanisms Y4: Lights Switches B buzzers Electrical systems Add Circuits Technology Computer Design Model Programme	
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Cooking and Nutrition			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Apron Chop Cut Equipment Fork Knife Mix Spoon	Cut Safely Describe Wash Clean Surfaces Decorate Weigh Ingredients Recipe Describe Explain Hygiene/hygienic Kitchen	Describe Food Ingredients Weigh Follow recipe Create dish Healthy Unhealthy Harvest/ing Equipment Safely Product Attractive Grow Plants Herbs	Hygiene Hygienic Safe Kitchen Collect Prepare Meal Ingredients Season Harvest/ing Present well Explain Storage Ingredients Create meal Savoury

		Seed Hygiene Hygienic Safe Creative Present well	Sweet Grow
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