

DESIGN AND TECHNOLOGY

These keystones must be used alongside the National Curriculum and Development Matters.



Design and Technology – EYFS

| | |
|---|---|
| 1 | Safely use a range of tools and techniques. |
| 2 | Experiment with a variety of materials, textures and objects. |
| 3 | Use paint and explore different colours. |
| 4 | Sewing using basic stitching techniques. |
| 5 | Constructing, joining, stacking and securing using a range of man-made and natural materials. |
| 6 | Use a selection of resources to produce own creations. |
| 7 | Use equipment to cut food |

Design and Technology – Year 1

| | |
|---|--|
| 1 | Create simple designs for a product |
| 2 | Build structures, exploring how they can be made stronger, stiffer and more stable |
| 3 | Use wheels and axles in a product. |
| 4 | Follow instructions to build a simple pulley system. |
| 5 | Choose suitable food for preparing a teddy bear's picnic |

Design and Technology – Year 2

| | |
|---|--|
| 1 | Develop design ideas through discussion, observation, drawing and modelling. |
| 2 | Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. |
| 3 | Evaluate products as they are developed, identify strengths and possible changes you might make. |
| 4 | Select from and use a range of tools and equipment to perform practical tasks. |
| 5 | Select from and use a wide range of materials and components. |
| 6 | Explore and use mechanisms such as wheels and axels in their products. |
| 7 | Choose suitable fruits for a fruit salad - link to food groups |
| 8 | Use techniques such as cutting, peeling and grating. |

Design and Technology – Year 3

| | |
|---|---|
| 1 | Produce labelled sketches to plan designs according to need and purpose. |
| 2 | Make realistic plans identifying equipment needed and materials. |
| 3 | Look at existing similar products identifying design features. |
| 4 | Make Iron Age bread using kneading skills and serve with chopped food. |
| 5 | Follow Health and Safety rules for cutting with an appropriate tool (including food). |
| 6 | Suggest how to improve products using peer evaluation. |
| 7 | Design, build and evaluate model cranes and roundhouses. |
| 8 | Design and make an Italian-style tapestry. |

Design and Technology – Year 4

| | |
|---|--|
| 1 | Use information from different sources to produce labelled sketches that plan designs according to need and purpose. |
| 2 | Make step by step plans reflecting on designs. |
| 3 | Look at existing products (similar) identifying changes over time. |
| 4 | Create complex pup-ups cutting internal shapes. |
| 5 | Build shell or frame structure showing how to reinforce, stiffen and strengthen. |
| 6 | Create and use gears, pulleys, levers and linkages in a product. |
| 7 | Follow Health and Safety rules when working with materials and substances. |
| 8 | Explain what ahs worked well and what could be improved using evidence. |
| 9 | To plan, make and evaluate a healthy eating alternative. |

Design and Technology – Year 5

| | |
|---|--|
| 1 | Investigate and use information collected from different sources to inform cross-sectional diagrams and modelling recognising any changes needed |
| 2 | Work from detailed plan recognising appropriate modifications. |
| 3 | Investigate how to stiffen, strengthen and reinforce a range of 3D frameworks |
| 4 | Incorporate electrical systems, cams and gears in designs, using knowledge of the input, process and output. |
| 5 | Evaluate products against own detailed design and specification. |
| 6 | Explain and follow health and safety protocol. |
| 7 | Select and safely use appropriate materials, tools and techniques. |
| 8 | Use a combination of, accurately made, pieces to create a 3D textile product |
| 9 | Select and measure ingredients accurately to follow a recipe |

Design and Technology – Year 6

| | |
|---|---|
| 1 | Use information collected from different sources to inform cross-sectional diagrams and modelling recognising any change needed. |
| 2 | Work from detailed plan recognising appropriate modifications. |
| 3 | Investigate existing products in the context of culture and society of which it was designed or made. |
| 4 | Build a framework using a range of materials to support mechanisms. |
| 5 | Incorporate most appropriate electrical system, cams and gears. |
| 6 | Demonstrate how to use tools safely. |
| 7 | Evaluate products against own detailed design and specifications. |
| 8 | Make a nutritious 2 course meal using locally sourced ingredients. Measure ingredients, wash, peel and slice vegetables, prepare for oven. Cook using a variety of methods including boiling and baking. Evaluate the cooking process and meal. |

