

Burlington Infant School Design and Technology



EYFS will	Year 1 children will	Year 2 children will	End of Key Stage 1 expectations	Year 3 children will
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Design

<ul style="list-style-type: none"> select appropriate resources to carry out own plan use language of designing and making 	<ul style="list-style-type: none"> think of their own ideas explain what they want to do explain what their product is for, and how it will work use pictures and words (written or spoken) to plan/design design a product for themselves and others, following design criteria look at/talk about existing products 	<ul style="list-style-type: none"> have own ideas and plan what to do next explain what they want to do and describe how explain purpose of product, how it will work and how it will be suitable for the user describe a design using pictures, words, labels, templates, mock ups and diagrams design products for themselves and others following a design criteria choose best tools and materials, explain choices use knowledge of products to produce ideas 	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words. Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing
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Vocabulary

design, design criteria, product, idea, plan, research, model, purposeful, functional, template, mock up

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Make				
<ul style="list-style-type: none"> construct with a purpose use simple tools and techniques build/construct with a range of objects select tools & techniques to shape, assemble and join discuss how to make an activity safe/hygienic understand different media can be combined 	<ul style="list-style-type: none"> explain what they are making and why select tools/equipment to cut, shape, join, finish and their explain choices measure, mark out, cut and shape, with support with some support, choose suitable materials and explain choices based on properties begin to use finishing techniques to make product look good work in a safe and hygienic way with support 	<ul style="list-style-type: none"> explain what they making and why it fits the purpose/design criteria select own tools, resources and equipment independently join materials/components together in different ways measure, mark out, cut and shape materials and components with greater independence describe which tools they will use and say why independently choose suitable materials and explain choices depending on characteristics/properties independently select and use finishing techniques to make product look good and explain reasoning work in a safe and hygienic way 	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Begin to use a range of tools and equipment with developing accuracy. Measure, mark out, assemble and join materials and components with accuracy. Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with some accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing to change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product
Vocabulary				
make, construct, cut, safe, clean, join, build, shape, longer, shorter, heavier, lighter	measure, mark, cut, shape, hard, soft, rough, smooth, opaque, transparent, waterproof, finish, hygiene, safety, risk, product, finish			

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Evaluate				
<ul style="list-style-type: none"> adapt work dismantle, examine, talk about existing objects/structures consider and manage some risks practise appropriate safety measures independently talk about how things work look at similarities and differences between existing objects/materials/tool show interest in technological toys 	<ul style="list-style-type: none"> describe how something works with support, talk about their work, linking it to the design criteria explore and talk about existing products begin to talk about what could make their own finished model, creation, product better 	<ul style="list-style-type: none"> describe what worked well, thinking about design criteria talk about what they would do differently if they were to do it again and why talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion evaluate how good existing products are linked to a design criteria 	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief. Develop awareness of how key events and individuals in design and technology have helped shape the world. Evaluate their product against original design criteria e.g. how well it meets its intended purpose
Vocabulary				
safe, risk, moves, spins,	like, don't like, improve, change, adapt, make better, existing, product, evaluate, explore			

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Technical Knowledge				
<ul style="list-style-type: none"> • join materials • talk about the materials they use 	<ul style="list-style-type: none"> • begin to measure and join materials, with some support if necessary • describe differences in materials • suggest ways to make material/product stronger • begin to use levers or sliders 	<ul style="list-style-type: none"> • measure materials • describe different characteristics of materials • join materials in different ways • use joining, rolling or folding to make structures/models stronger • use own ideas to try to make product stronger • use levers/slides and begin to understand how to use wheels and axles • carefully cut textiles to produce accurate pieces • explain choices of textile • describe materials 	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. 	<ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products, (for example as gears, pulleys, CAMS, levers and linkages) <p>Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors)</p> <p>Apply their understanding of computing to programme, monitor and control their products.</p>
Vocabulary				
<p>measure, join, cut, stronger, stiffer, mechanism, moving, lever, slide, roll, fold, wheel, axle, structure, stable, textiles</p>				

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Cooking and Nutrition

<ul style="list-style-type: none"> begin to understand some food preparation tools, techniques and processes discuss how to make an activity safe and hygienic discuss use of senses understand need for variety in food begin to understand that eating well contributes to good health USE A KNIFE AND FORK 	<ul style="list-style-type: none"> say where some different foods come from, (i.e. plant or animal) describe differences between some food groups (i.e. sweet, vegetable etc.) discuss how fruit and vegetables are healthy describe textures of foods wash hands & clean surfaces cut and peel safely, with support 	<ul style="list-style-type: none"> explain hygiene, what it means and how to keep a hygienic kitchen describe properties of ingredients and importance of varied diet say where food comes from (animal, underground etc.) describe how food is farmed, home-grown, caught understand, describe and discuss "five a day" describe the properties of the foods they are using. use a variety of preparation techniques as appropriate, with increasing confidence 	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<ul style="list-style-type: none"> Know how to peel, cut and mix a selection of foods (using cooking equipment with supervision). Understand seasonality and know where and how a variety of ingredients are grown and processed. Understand and apply the principles of a healthy and varied diet
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Vocabulary

Knife, fork, spoon, cut, clean, wash, healthy, unhealthy	Five a day, hygiene, clean, wash, cut, peel, grate, slice, chop, healthy, unhealthy, fruit, vegetables, meat, dairy (other food names), ingredients, recipe, make, cook, bake, lumpy, smooth, crispy, juicy, sweet, sour
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