

DT - Designing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery</u> N1: Experiments with a range of media and materials N2: Develops ideas through experimentation with diverse materials</p> <p><u>Reception</u> Pupils plan designs Pupils plan to use a range of construction tools Pupils evaluate the effectiveness of their design Pupils discuss design with peers</p>	<p>Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story based)</p>	<p>Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc.)</p>	<p>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 using appropriate vocabulary</p>	<p>Generate more than one idea for how to create a product. Gather information to help design a successful product (i.e. by asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. Suggest improvements to develop and refine a planned idea.</p>	<p>Generate a range of ideas after collating relevant information (i.e. users' views). Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each.</p>	<p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web based resources). Produce a detailed plan, with cross-sectional diagrams and computer generated designs). Work within constraints, refining and justifying plans as necessary.</p>
<p>SEND Provision: Support pupils with vocabulary to plan designs Provide example plans & scaffolds to support Word bank to support with technical vocabulary Support pupils with less contexts – not so much choice Checklist to support design criteria Sound mats to support with labelling</p>						

DT - Making						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> N2: Uses various construction materials</p> <p><u>Reception:</u> Explore a range of tools Discuss the effectiveness of different tools Follow a basic plan Adapt plan whilst making.</p>	<p>Explain what is being made and why. Select appropriate tools and equipment for the purpose.</p>	<p>Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used.</p>	<p>Use a range of tools and equipment with some accuracy. Measure, mark out, assemble and join materials and components with some accuracy.</p>	<p>Use a range of tools and equipment with accuracy. Measure, mark out, join, assemble materials and components with accuracy using appropriate tools.</p>	<p>Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making.</p>	<p>Use a range of tools and equipment precisely. Consider the aesthetic qualities and functionality of product as making it, refining details as necessary.</p>
<p>SEND Provision: Support pupils to explore tools before use Scaffolds for descriptive language Consider measurement tools to support Fine motor support for use of tools</p>						

DT - Evaluating						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Share what they have made</p> <p><u>Reception</u> Review the effectiveness of their product with peers. Adapt product based on feedback from an adult.</p>	<p>Talk about own and pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.</p>	<p>Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.</p>	<p>Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</p>	<p>Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.</p>	<p>Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering Material, methods, sustainability of the product and how much a product costs to make.</p>
<p>SEND Provision: Scaffolds for evaluative language Support evaluations with comparisons 2 stars and a wish template Checklist to evaluate effectively</p>						

DT- Textiles						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Explore a range of materials, choosing for different tasks</p> <p><u>Reception</u> Discuss the purpose of different textiles Choose appropriate textiles for different tasks.</p>		<p>Cut, then join textiles using a running stitch, over sewing or glue. Decorate using a range of items (buttons, sequins, beads, ribbons etc).</p>		<p>Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).</p>		<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.</p>
<p>SEND Provision: Explore different textiles before use Consider tools used for joining to support with fine motor skills</p>						

DT - Mechanisms						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Explore mechanisms in books</p> <p><u>Reception</u> Explore mechanism through play Explore a range of mechanisms in construction resources, book and toys.</p>	<p>Know about movement of simple mechanisms such as levers, sliders, wheels and axels. Know appropriate vocabulary</p>	<p>Apply knowledge about movement of simple mechanisms such as levers, sliders, wheels and axels. Use appropriate vocabulary in context.</p>	<p>Know about movement of simple mechanisms such as levers and linkages then apply these to plans Use sheet materials and construction tools with appropriate supervision.</p>	<p>Know about movement of a range of mechanisms such as linkages and reinforcements, then apply these to plans</p>	<p>Understand how mechanical systems such as cams, pulleys or gears create movement.</p>	<p>Understand how mechanical systems such as cams, pulleys or gears create movement and apply this to product.</p>
<p>SEND Provision: Provide a range of toys and books with different mechanisms for pupils to explore Provide word bank for technical vocabulary Visual STS to support with making</p>						

DT – Food & Nutrition						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Discuss foods which are more and less healthy</p> <p><u>Reception</u> Know the difference between healthy and less healthy Make healthy choices Discuss food from a range of cultures Cut food (with close supervision)</p>	<p>Know how to peel, cut, grate, mix and mould foods (with close supervision).</p>	<p>Know how to peel, cut, grate, mix and mould foods (with supervision) Discuss food groups of ingredients Measure ingredients accurately</p>		<p>Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).</p>	<p>Design balanced meals based on different cultures. Know how to cook and heat up a variety of foods safely.</p>	
<p>SEND Provision: Practical sorting of healthy and less healthy – visuals to support Fine motor skills development to support with cutting – consider the tools used to be safe</p>						