

Design & Technology Pathway



	Nursery	Reception	Year1	Year 2	Expectation
Design	<p><i>Say what they would like to make</i></p> <p><i>Talk about what it would be used for</i></p> <p><i>Identify materials needed to create a product</i></p>	<p>Select appropriate resources.</p> <p>Use gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and themselves.</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p> <p><i>Identify materials needed to create a product</i></p> <p><i>Draw and label a design</i></p> <p><i>Explain what product they will be designing and making</i></p>	<p>Generate their own ideas explain what they want to do.</p> <p>Explain the purpose of the product, and how it will work.</p> <p>Use pictures and words to plan.</p> <p>Begin to use models.</p> <p>Design a product for myself following design criteria.</p> <p>Research similar existing products.</p>	<p>Generate their own ideas and plan what to do next.</p> <p>Explain what they want to do and describe how they may do it.</p> <p>Explain the purpose of the product, how it will work and how it will be suitable for the user.</p> <p>Describe the design using pictures, words, models, diagrams, begin to use ICT.</p> <p>Design products for myself and others following design criteria.</p> <p>Choose the best tools and materials, and explain choices.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through an appropriate medium, e.g. talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>

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				Use knowledge of existing products to produce ideas	
Make	<p>Understand that tools can be used for a purpose</p> <p><i>Combine different media to create new effects</i></p> <p><i>Select tools and techniques needed to shape assemble and join materials</i></p> <p>Use various construction materials</p> <p>Beginning to construct, stacking blocks vertically, horizontally, making enclosures, and creating spaces</p> <p>Joins construction pieces together to build and balance</p>	<p>Construct with a purpose, using a variety of resources.</p> <p>Use simple tools and techniques,</p> <p>Build / construct with a wide range of objects.</p> <p>Select tools and techniques to shape, assemble and join.</p> <p>Replicate structures with materials / components. Discuss how to make an activity safe and hygienic.</p> <p>Record experiences by drawing, writing, voice recording.</p>	<p>Explain what they are making and why.</p> <p>Consider what they need to do next.</p> <p>Select tools/equipment to cut, shape, join, finish and explain choices.</p> <p>Measure, mark out, cut and shape, with support.</p> <p>Choose suitable materials and explain choices.</p> <p>Begin to use finishing techniques to make product look good.</p> <p>Work in a safe and hygienic manner.</p>	<p>Explain what they are making and why it fits the purpose.</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways.</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools they are using and why.</p> <p>Choose suitable materials and explain choices depending on characteristics.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>

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	<p>Uses shape appropriately for tasks</p> <p>When making is able to talk about why things happen and how things work (demonstrating understanding of causality)</p>	<p>Understand different media can be combined for a purpose</p> <p>Consider and manage some risks</p> <p>Practise some appropriate safety measures independently</p>		<p>Use finishing techniques to make product look good.</p> <p>Work safely and hygienically</p>	
Evaluate	<p><i>Say what they have made</i></p> <p><i>Talk about the steps they took to complete their product</i></p>	<p><i>Talk about their likes and dislikes with their product</i></p> <p>Adapt work where necessary. 'It would be better if...'</p>	<p>Talk about their work, linking it to what they were asked to do.</p> <p>Talk about existing products considering: purpose, materials, how they work,</p>	<p>Describe what went well, thinking about design criteria.</p> <p>Talk about existing products considering: purpose, materials, how they work,</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>

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	<i>Can talk about likes and dislikes e.g. appearance</i>	<i>Begin to evaluate adaptations made</i>	<p>audience, where they might be used.</p> <p>Talk about existing products, and say what is and isn't good.</p> <p>Talk about things that other people have made.</p> <p>Begin to talk about what could make product better.</p>	<p>audience, where they might be used.</p> <p>Express personal opinion.</p> <p>Evaluate how good existing products are.</p> <p>Talk about what they would do differently if they were to do it again and why.</p>	
Materials/Structures	<p><i>Can use various construction materials</i></p> <p><i>Use construction kits to build walls, towers and frameworks</i></p> <p><i>Can begin to construct, stacking blocks vertically and horizontally making enclosures and creating spaces</i></p>	<p><i>Can manipulate materials to create a planned effect</i></p> <p><i>Can explore a variety of materials and talk about their purpose</i></p> <p><i>Can construct with a purpose in mind, using a variety of resources</i></p> <p><i>Can use various construction materials</i></p>	<p>Begin to measure and join materials, with some support.</p> <p>Describe differences in materials suggest ways to make material/product stronger.</p> <p><i>Can with help mark out, cut and shape a range of materials</i></p> <p><i>Can use scissors and a hole punch safely</i></p>	<p>Measure materials with greater independence.</p> <p>Describe some different characteristics of materials.</p> <p>Join materials in different ways use joining, rolling or folding to make it stronger.</p>	Build structures, exploring how they can be made stronger, stiffer and more stable

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	<p><i>Can begin to join construction pieces to build and balance</i></p> <p><i>Can manipulate materials to create a planned effect</i></p> <p><i>Can realise tools can be used for a purpose</i></p>	<p><i>Can construct vertically and horizontally for a purpose</i></p> <p><i>Can join construction pieces together to build and balance</i></p> <p>Can select appropriate resources and adapt work where necessary.</p> <p>Dismantle, examine and talk about existing objects/structures</p>	<p><i>Can apply simple finishing techniques, painting, collage, fabric...</i></p> <p><i>Can recognise which joining techniques are temporary and which are more permanent, e.g. masking tape, blue tack, PVA glue, sewing</i></p>	<p>Use own ideas to try to make product stronger.</p> <p><i>Can measure, cut and score with accuracy</i></p> <p><i>Can use a template</i></p> <p><i>Can choose and use appropriate finishing techniques</i></p> <p><i>Can recognise which joining techniques are temporary and which are more permanent, e.g. masking tape, blue tack, PVA glue, sewing.</i></p>	
Mechanisms	<p><i>Assemble vehicles with moving wheels using construction kits</i></p> <p><i>Explore moving vehicles through play</i></p>	<p><i>Assemble vehicles with moving wheels using construction kits</i></p> <p><i>Explore moving vehicles through play</i></p>	<p>Begin to use levers or sliders.</p> <p>Understand the movements of levers and sliders.</p>	<p>Begin to understand how to use wheels and axles.</p>	<p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>

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				Understand the movement of wheels and axles.	
Textiles	<i>Explore and used different fabrics</i>	<p><i>Explore and used different fabrics</i></p> <p>Join textiles with glue and adhesive tape.</p> <p>Add finishings with glue and adhesive tape.</p>		<p>Measure textiles.</p> <p>Join textiles together to make a product, and explain how they did it.</p> <p>Carefully cut textiles to produce accurate pieces.</p> <p>Explain choices of textile.</p>	
Cooking and nutrition	<p><i>Experience common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell</i></p> <p><i>Can talk about likes and dislikes e.g. appearance</i></p> <p><i>Can sort dishes into sweet and savoury</i></p>	<p><i>Can explore taste and talk about likes/dislikes</i></p> <p><i>Can sort dishes into breakfast, lunch, dinner and pudding</i></p> <p><i>Can talk about the basic components of a meal e.g. meat, vegetable, fruit, pasta/pulses</i></p>	<p>Describe textures.</p> <p>Wash hands and clean surfaces.</p> <p>Think of interesting ways to decorate food.</p> <p>Say where some foods come from, (i.e. plant or animal).</p>	<p>Explain hygiene and keep a hygienic working area.</p> <p>Describe the properties of ingredients and the importance of varied diet.</p> <p>Say where food comes from (animal, underground etc.)</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>

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	<p><i>Can explore taste and talk about likes/dislikes</i></p> <p><i>Experience of cutting soft fruit and vegetables using appropriate utensils</i></p> <p><i>Can take turns in shared cooking experiences</i></p> <p><i>Can begin to talk about where food comes from</i></p>	<p>Begin to understand some food preparation tools, techniques and processes.</p> <p>Practise stirring, mixing, pouring, blending.</p> <p>Discuss how to make an activity safe and hygienic. Discuss use of senses.</p> <p>Understand the need for variety in food.</p> <p><i>Can begin to talk about where food comes from</i></p> <p><i>Can use simple tools to effect changes to materials, e.g. mash a banana</i></p> <p><i>Can handle tools, objects and malleable materials safely and with increasing</i></p>	<p>Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>Discuss how fruit and vegetables are healthy.</p> <p>Cut, peel and grate safely, with support.</p>	<p>Describe how food is farmed, home-grown, caught draw eat well plate; explain there are groups of food.</p> <p>Describe “five a day”.</p> <p>Cut, peel and grate with increasing confidence</p>	
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		<p><i>control, e.g. cutting/slicing a banana</i></p> <p><i>Can show some understanding of good practices with regard to exercise, eating and hygiene.</i></p>			
Vocabulary	<p>cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle</p> <p>fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp,</p>	<p>cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate</p> <p>fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft,</p>	<p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p>cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner,</p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional</p> <p>cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side,</p>	

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	<p>crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p>fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>	<p>edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p>names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p> <p>fruit and vegetable names, names of equipment and utensils, sensory</p>	
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				vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	
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