| Design & Technology Skills & Knowledge 4YR Overview | | | | | | |
|---|---|--|---|---|--|---|
| YEAR A | | | EYFS | | | |
| | BIRTH-3 YEARS | | 3-4YEARS | RECEPTIO | N | ELG'S |
| | Develop manipulation and control. (PD) Explore different materials and tools. (PD) Explore different materials, using all their senses to investigate them. (EAD) Manipulate and play with different materials. (EAD) Use their imagination as they consider what they can do with different materials. (EAD) Make simple models which express their ideas. (EAD) | example, i (PD) Choose ti own plan. Explore of to develot them and Develop which mathem. (EA Join different: Create of lines, and | lifferent materials freely, in order p their ideas about how to use I what to make. (EAD) their own ideas and then decide terials to use to express | Develop their small motor skil can use a range of tools compound for the confidently. (PD) Suggested tools: pencils for drawriting, paintbrushes, scissors, spoons. (PD) Explore, use and refine a valeflects to express their ideal feelings. (EAD) Return to and build on their learning, refining ideas and ability to represent them. (E. Create collaboratively sharir resources and skills. (EAD) | etently, safely and awing and knives, forks and riety of artistic s and previous developing their AD) | Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) Share their creations, explaining the process they have used. EAD) |
| | | represen | Key S | tage I | | |
| | Home Sweet Home | • | | and Survival | Anim | als (previously Going for |
| | | | (cancelled due | to lockdown) | | Gold) |
| | Mechanisms - wheels and axles | for a | Food- Salads | | | Bunting – cancelled due to |
| | space vehicle | | | | covid. | |
| Design | Yr I- Use pictures and words to conthey want to design / make. Explore ideas by rearranging maths. Select pictures to help develop Yr 2- Propose more than one idea for product. Use ICT to communicate ideas. Use drawings to record ideas a developed. Add notes to drawings to help explanations. | aterials. ideas. r their | Yr I- Use pictures and we they want to design Select pictures to he Yr 2- Propose more than product. Use ICT to community Use drawings to redeveloped. Add notes to draw explanations. | n / make. nelp develop ideas. n one idea for their unicate ideas. cord ideas as they are | they w Explore Select Use models Yr 2- Propose product Use IC Use drawdevelo | T to communicate ideas. awings to record ideas as they are ped. otes to drawings to help |

| Make | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Explain what they are making. Name the tools they are using. Select materials from a limited range. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. |
|---|--|---|--|
| Evaluate | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2- Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2 - Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2- Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. |
| Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group) | KSI- Start to use technical vocabulary. Join materials in a variety of ways. Know some ways of making structures stronger. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle. Know some different ways of making things move in a 2-D plane. | KSI- ► Start to use technical vocabulary. | KSI- Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. |

| Cooking & Nutrition | N/A | Yr I- Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients. Work safely and hygienically. Know about the need for a variety of foods in a diet. Yr 2- Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Know about the Estival Plate | N/A |
|---------------------|-----|---|-----|
| | | Work safely and hygienically. Know about the Eatwell Plate. Understand where food comes from. | |

| YEAR B | | | EYFS | | | |
|--------|---|---|---|--|---|---|
| | BIRTH-3 YEARS | | 3-4YEARS | RECEPTIO | N | ELG'S |
| | Develop manipulation and control. (PD) Explore different materials and tools. (PD) Explore different materials, using all their senses to investigate them. (EAD) Manipulate and play with different materials. (EAD) Use their imagination as they consider what they can do with different materials. (EAD) Make simple models which express their ideas.(EAD) | example, r (PD) Choose th own plan. Explore d develop t and what Develop t which ma them.(EA Join diffet textures. Create cle | iifferent materials freely, in order to heir ideas about how to use them to make. (EAD) their own ideas and then decide terials to use to express D) rent materials and explore different (EAD) osed shapes with continuous lines, to use these shapes to represent | Develop their small motor ski can use a range of tools comp confidently. (PD) Suggested tools: pencils for dr writing, paintbrushes, scissors spoons. (PD) Explore, use and refine a verifiects to express their idea feelings. (EAD) Return to and build on their learning, refining ideas and ability to represent them. (E Create collaboratively sharing resources and skills. (EAD) | awing and awing and knives, forks and ariety of artistic and previous developing their AD) | Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) Share their creations, explaining the process they have used. EAD) |
| | | | Key Stage I | | | |
| | History of Britain | | The Hot and Cold | World | The Plai | net |
| | | | (Lock | down) | | |
| | Textiles - delightful Christmas | | Structure - Making a | a Packed Lunchbox | Food - M | laking Dishes from Around the |
| | Decorations. | | | | world. | |

| Design | Yr I- Use pictures and words to convey what they want to design / make. Explore ideas by rearranging materials. Select pictures to help develop ideas. Use mock-ups e.g. recycled material trial models to try out their ideas. Yr 2- Propose more than one idea for their product. Use ICT to communicate ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. | Yr I- ▶ Use pictures and words to convey what they want to design / make. ▶ Select pictures to help develop ideas. ▶ Explore ideas by rearranging materials. Yr 2- ▶ Propose more than one idea for their product. ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations. | Yr I- Use pictures and words to convey what they want to design / make. Select pictures to help develop ideas. Yr 2- Propose more than one idea for their product. Use ICT to communicate ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. |
|--------|--|--|--|
| Make | Yr I- Explain what they are making. Name the tools they are using. Select materials from a limited range. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. |

| Evaluate | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2- Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2 - Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2 - Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. |
|---|--|---|---|
| Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group) | KSI- Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. | KSI- Start to use technical vocabulary. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. | KSI- Start to use technical vocabulary. |
| Cooking & Nutrition | N/A | n/A | Yr I- Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients. Work safely and hygienically. Know about the need for a variety of foods in a diet. Yr 2- Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Know about the Eatwell Plate. Understand where food comes from. |

| YEAR C | EYFS | | | | | |
|--------|---|---|---|---|--|---|
| | BIRTH-3 YEARS | 3 | 3-4YEARS | RECEPTIO | N | ELG'S |
| | Develop manipulation and control. (PD) Explore different materials and tools. (PD) Explore different materials, using all their senses to investigate them. (EAD) Manipulate and play with different materials. (EAD) Use their imagination as they consider what they can do with different materials. (EAD) Make simple models which express their ideas.(EAD) | example, n (PD) Choose th own plan. Explore d develop th and what Develop th which ma them.(EA Join differ textures. Create cla | ifferent materials freely, in order to heir ideas about how to use them to make. (EAD) heir own ideas and then decide terials to use to express D) rent materials and explore different (EAD) osed shapes with continuous lines, to use these shapes to represent | Develop their small motor ski can use a range of tools comp confidently. (PD) Suggested tools: pencils for dr writing, paintbrushes, scissors, spoons. (PD) Explore, use and refine a valeffects to express their ideal feelings. (EAD) Return to and build on their learning, refining ideas and ability to represent them. (E Create collaboratively sharinesources and skills.(EAD) | etently, safely and awing and knives, forks and uniety of artistic s and previous developing their AD) | Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) Share their creations, explaining the process they have used. EAD) |
| | | 05)00(01(2 | Key Stage I | | | |
| | All Roads lead to Home | | Survival | | | his world |
| | Structures- Making a windmill | | Food - Salads | | | - Robot Puppet. |
| Design | Yr I- Use pictures and words to converthey want to design / make. Explore ideas by rearranging mate. Select pictures to help develop id. Use mock-ups e.g. recycled mate models to try out their ideas. Yr 2- Propose more than one idea for product. Use ICT to communicate ideas. Use drawings to record ideas as a developed. Add notes to drawings to help explanations. | erials. leas. rial trial their | Yr I- Use pictures and we they want to designt Select pictures to he had been been been been been been been bee | of / make. elp develop ideas. one idea for their nicate ideas. cord ideas as they are | they with Explorer Select Use models Yr 2- Propose product Use IC Use dradevelop | T to communicate ideas. awings to record ideas as they are ped. otes to drawings to help |

| Make | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Discuss their work as it progresses. Yr 2- Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Select materials from a limited range. Explain what they are making. Name the tools they are using. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. | Yr I- Explain what they are making. Name the tools they are using. Select materials from a limited range. Yr 2- Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why. |
|---|--|---|--|
| Evaluate | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2- Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2 - Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. | Yr I- Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. Yr 2- Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. |
| Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group) | KSI- Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Know some different ways of making things move in a 2-D plane. | KSI- Start to use technical vocabulary. | KS1- Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. |

| Cooking & Nutrition | N/A | Yr I- | N/A |
|---------------------|-----|---|-----|
| | | Group familiar food products e.g. fruit | |
| | | and vegetables. | |
| | | Cut and chop a range of | |
| | | ingredients. | |
| | | Work safely and hygienically. | |
| | | Know about the need for a | |
| | | variety of foods in a diet. | |
| | | Yr 2- | |
| | | Cut, peel, grate, chop a range of | |
| | | ingredients. | |
| | | Work safely and hygienically. | |
| | | Know about the Eatwell Plate. | |
| | | Understand where food comes | |
| | | from. | |

| YEAR D | | EYFS | | | | |
|--------|--|--|---|--|--|--|
| | BIRTH-3 YEARS | 3-4YEAI | RS | RECEPTION | | ELG'S |
| | Develop manipulation and control. (PD) Explore different materials and tools. (PD) Explore different materials, using all their senses to investigate them. (EAD) Manipulate and play with different materials. (EAD) Use their imagination as they consider what they can do with different materials. (EAD) Make simple models which express their ideas. (EAD) | example, (PD) Choose the own plan. Explore of the develop them and (EAD) Join different: Create of | different materials freely, in order by their ideas about how to use I what to make. (EAD) their own ideas and then decide aterials to use to express them. Idea of the idea | Develop their small motor sk can use a range of tools compand confidently. (PD) Suggested tools: pencils for dwriting, paintbrushes, scissors and spoons. (PD) Explore, use and refine a veffects to express their idea (EAD) Return to and build on their learning, refining ideas and their ability to represent the Create collaboratively shar resources, and skills. (EAD) | petently, safely rawing and s, knives, forks rariety of artistic as and feelings. r previous d developing em. (EAD) ing ideas, | Use a range of small tools, including scissors, paintbrushes, and cutlery. (PD) Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. (EAD) Share their creations, explaining the process they have used. EAD) |
| | No Place like Home | | The Art of Food | | Change | s and more changes |
| | Mechanisms & Structures - Mo Christmas Card | oving | Food – Dips and Dip | opers | Textiles- | Fabric Faces |
| Design | Yr I- Use pictures and words to conthey want to design / make. Explore ideas by rearranging in Select pictures to help develoe. Use mock-ups e.g. recycled mandels to try out their ideas. Yr 2- Propose more than one ideas. | materials. p ideas. naterial trial | they want to desig Select pictures to I Yr 2- Propose more that product. Use ICT to commi | nelp develop ideas. | they w Explor Select Use m model: Yr 2- | ctures and words to convey what vant to design / make. The ideas by rearranging materials. Pointures to help develop ideas. Ock-ups e.g. recycled material trial is to try out their ideas. |

| | product. | developed. | product. |
|-------------------------------------|---|--|--|
| | ► Use ICT to communicate ideas. | Add notes to drawings to help | ► Use ICT to communicate ideas. |
| | Use drawings to record ideas as they are | explanations. | Use drawings to record ideas as they are |
| | developed. | F | developed. |
| | ► Add notes to drawings to help | | ► Add notes to drawings to help |
| | explanations. | | explanations. |
| Make | Yr I- | Yr I- | Yr I- |
| Tuke | Select materials from a limited range. | Select materials from a limited range. | Explain what they are making. |
| | Explain what they are making. | Explain what they are making. | Name the tools they are using. |
| | Name the tools they are using. | Name the tools they are using. | Select materials from a limited range. |
| | Yr 2- | Yr 2- | Yr 2- |
| | Discuss their work as it progresses. | Discuss their work as it progresses. | Discuss their work as it progresses. |
| | Select and name the tools needed to | Select and name the tools needed to | Select and name the tools needed to |
| | work the materials. | work the materials. | work the materials. |
| | Explain which materials they are using | Explain which materials they are using | Explain which materials they are using |
| | and why | and why. | and why. |
| Evaluate | Yr I- | Yr I- | Yr I- |
| Lvaiuace | Explore existing products and investigate | Explore existing products and investigate | Explore existing products and investigate |
| | how they have been made (including | how they have been made (including | how they have been made (including |
| | teacher-made examples). | teacher-made examples). | teacher-made examples). |
| | Talk about their design as they develop | Talk about their design as they develop | Talk about their design as they develop |
| | and identify good and bad points. | and identify good and bad points. | and identify good and bad points. |
| | Say what they like and do not like about | Say what they like and do not like about | Say what they like and do not like about |
| | items they have made and attempt to say | items they have made and attempt to say | items they have made and attempt to say |
| | | | |
| | why. Yr 2- | why. Yr 2 - | why. Yr 2- |
| | Decide how existing products do / do | Decide how existing products do / do | ► Decide how existing products do / do |
| | not achieve their purpose. | not achieve their purpose. | not achieve their purpose. |
| | Discuss how closely their finished | Discuss how closely their finished | Discuss how closely their finished |
| | | | |
| | product meets their own design criteria. | product meets their own design criteria. | product meets their own design criteria. |
| Technical Knowledge | KSI- | KSI- | KSI- |
| (Select as appropriate to the focus | Start to use technical vocabulary. | Start to use technical vocabulary. | Start to use technical vocabulary. |
| of the design and technology | Cut out shapes which have been created | | Cut out shapes which have been created |
| focuses in the year group) | by drawing round a template. | | by drawing round a template. |
| , 5 1, | Join materials in a variety of ways. | | Join materials in a variety of ways. |
| | Decorate using a variety of techniques. | | Decorate using a variety of techniques. |
| | Know some ways of making structures | | |
| | stronger. | | |
| | Show how to stiffen some materials. | | |
| | Know how to make a simple structure | | |
| | more stable. | | |
| | Know some different ways of making | | |
| | things move in a 2-D plane. | | |

| Cooking & Nutrition | N/A | Yr I- | N/A |
|---------------------|-----|---|-----|
| · · | | Group familiar food products e.g. fruit | |
| | | and vegetables. | |
| | | Cut and chop a range of | |
| | | ▶ ingredients. | |
| | | Work safely and hygienically. | |
| | | Know about the need for a | |
| | | variety of foods in a diet. | |
| | | Yr 2- | |
| | | Cut, peel, grate, chop a range of | |
| | | ingredients. | |
| | | Work safely and hygienically. | |
| | | Know about the Eatwell Plate. | |
| | | Understand where food comes | |
| | | from. | |