



Please Note: The Highlighted sections below each area of learning are the statutory statements, as taken from the documents ‘Development Matters’ for FS2 and ‘National Curriculum’ for KS1, LKS2 and UKS2. All other parts are ideas that may be used to achieve and meet these.

The statements for FS2 are taken from the ‘Specific Area’ of ‘Expressive Arts and Design’ and only include those that relate to Design and Technology, not music, movement, dance and imaginative play. They are the Early Learning Goals for FS2 and cover both areas of ‘Exploring and using media and materials’ and ‘Being imaginative’.

	FS	KS1		LKS2		UKS2	
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	To begin to plan what they would like to make through verbal discussion and pictures.	<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p>	<p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p>	<p>Generate ideas for an item, considering purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>

				Make drawings with labels when designing	making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs	Use results of investigations, information sources, including ICT when developing design ideas.	
ELG statements	<p><u>Exploring and using materials</u> They (the children) safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative</u> Children use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p>						
KS1 Curriculum statements	<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 talking, drawing, templates, mock-ups and, where appropriate, information and communications technology.</p>						
KS2 Curriculum statements	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>						
Make	<p>Experiment to create different textures.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Select tools and techniques needed to shape, assemble and join</p>	<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools eg scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of</p>	<p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials in order to make a product.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change</p>	<p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p>	<p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p>	<p>Select appropriate tools, materials, components and techniques.</p> <p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p>

	materials they are using.	temporary methods e.g. glues or masking tape.	Cut, shape and join fabric to make a simple garment.	things if this helps them improve their work.			Make modifications as they go along.
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KS1 Curriculum statements	<p>Select form and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select form and use a wide range of materials and components , including construction materials, textiles and ingredients, according to their characteristics.</p>						
KS2 Curriculum statements	<p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>						
Evaluate	<p>Verbal discussion on strengths, weaknesses and how they can improve.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate familiar products</p>	<p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>

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KS1 Curriculum statements	<p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>						
KS2 Curriculum statements	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>						
Technical knowledge	<p>Select appropriate resources and adapt work where necessary.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Understand about the movement of simple mechanisms including levers and sliders.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.</p> <p>Choose and use appropriate finishing techniques.</p> <p>Use basic sewing techniques.</p>	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Use simple graphical communication techniques.</p> <p>Sew using a range of different stitches, weave and knit</p>	<p>Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Achieve a quality product.</p> <p>Pin, sew and stitch materials together create a product.</p>
ELG statements	<p><u>Exploring and using materials</u> They (the children) safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative</u> Children use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p>						
KS1 Curriculum statements	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles), in their products.</p>						

KS2 Curriculum statements	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p> <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>						
Cooking and nutrition	<p>Eats a healthy range of food and understands need for variety in food.</p> <p>Discuss where different foods come from.</p> <p>Look closely at similarities, differences, pattern and change in taste and texture.</p> <p>Example of food preparation – To select berries and fruit (that do not require processing) to make a fruit salad</p>	<p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Understand where food comes (e.g UK, Europe and the wider world)</p> <p>Example of food preparation – To select berries and fruit (that do not require processing) to make a fruit salad. To progress from FS2 then children could wash and ‘prepare’ ingredients themselves so covering the basic food hygiene and handling element.</p>	<p>Follow safe procedures for food safety and hygiene.</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Example of food preparation – To select berries and fruit (that require processing) to make a fruit salad or salad. This may include slicing a banana, grating a carrot etc.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>Know that to be active and healthy, food is needed to provide energy for the body.</p> <p>Example of food preparation – To begin to ‘mix’ ingredients that do not need accurate measurement. This could include salads, sandwiches with more than one filling.</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>To measure using grams with increasing accuracy.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Example of food preparation – To begin to ‘mix’ ingredients that require more accurate measurement. This could include batters, which will then need to go through a cooking process.</p>	<p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>Understand the importance of safe food storage.</p> <p>Example of food preparation – To mix ingredients that require more accurate measurement. This could include dough for pizza bases, which will then need to go through a cooking process along with the addition of toppings.</p>	<p>Know that different foods contain different substances – nutrients, water and fibre that are needed for help.</p> <p>Know that recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>Example of food preparation – To mix ingredients that require more accurate measurement. This could include dough for pizza bases, which will then need to go through a cooking process along with the addition of toppings. The progression from year 5 may be to cook one recipe, then adapt this to create a variant.</p>

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ELG statements	There are no ELGs that relate directly to food and cooking but choosing tools, techniques and experimenting with colour and texture, in choosing foods that look appealing for example, could tie in with the ELG statements.						
KS1 Curriculum statements	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.						
KS2 Curriculum statements	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.						