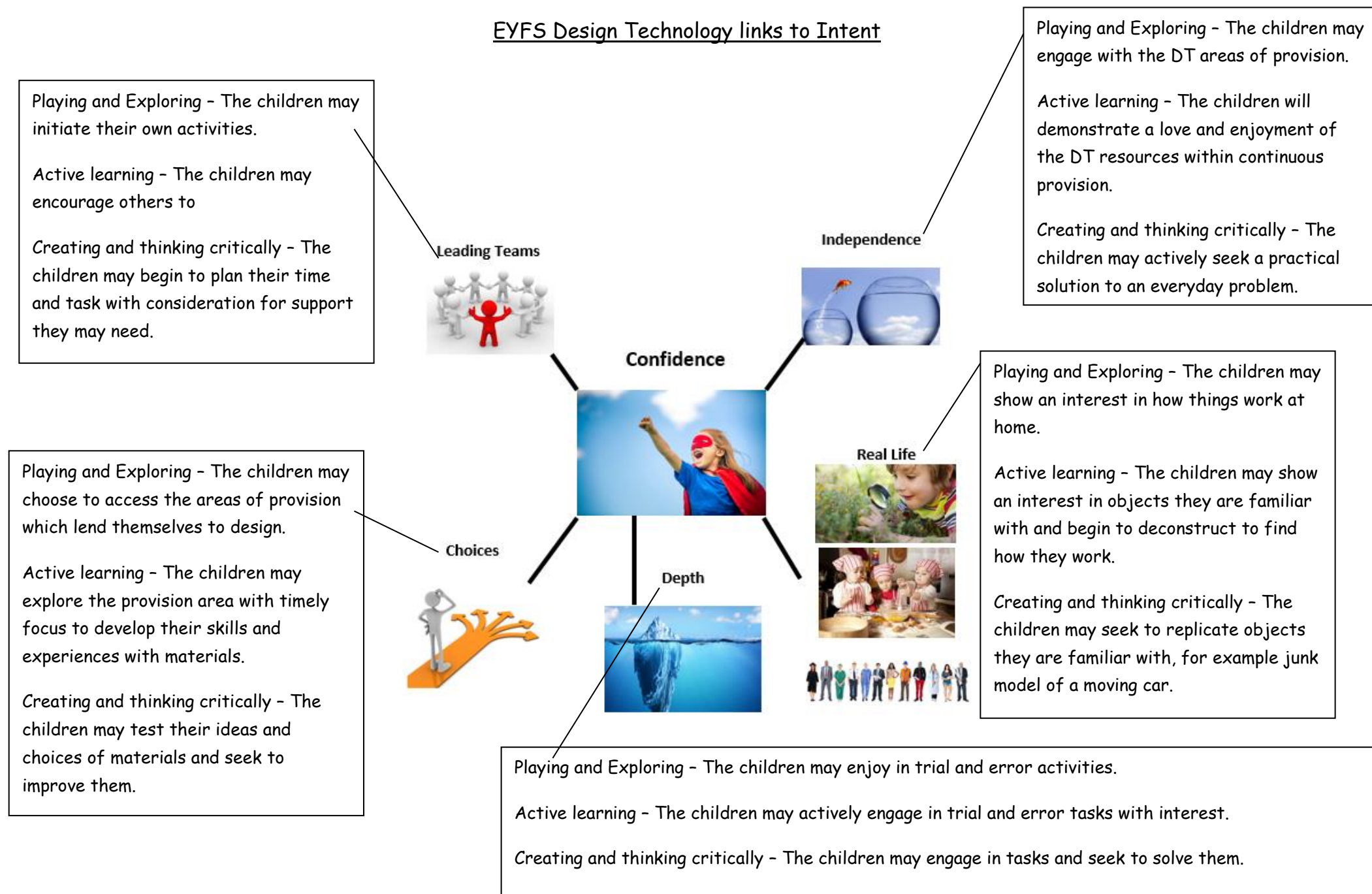


## Design Technology in EYFS

### EYFS Design Technology links to Intent



	Textiles	Cooking and Nutrition	Structure and Mechanisms	Electrical Systems	Vocabulary
Nursery	<p><b>Owl Babies:</b> Explore different materials freely in order to decide how to use them and what to make.</p> <p>I know how to thread materials.</p> <p>I know how to join different materials.</p> <p>Explore textures freely.</p> <p><b>Reading- Owl Babies</b> - <b>The Hungry Caterpillar</b></p>	<p><b>Pancakes:</b> Begin to understand tools, techniques and processes in the preparation of food (stirring, mixing, pouring and blending ingredients)</p> <p><b>Reading- Pancakes, Pancakes</b></p>	<p><b>The Three Bears:</b> Explore different materials freely in order to decide how to use them and what to make.</p> <p>Construction with a range of resources to create small worlds with blocks/construction kits.</p> <p>Choose tools to shape, assemble and join materials.</p> <p>Observing and replicating a structure.</p> <p>Explore joining different material freely.</p> <p>Know about the work of <b>Ole Kirk Christiansen</b> and how this has influenced the world.</p> <p><b>Reading- The Three Bears</b></p>		<p><b>Modelling</b> Model, Mould, stretch, squeeze</p> <p><b>Mechanisms</b> Fold, cut, connect, handle, glue, join</p> <p><b>Tools</b> Hammer, scissors, hole-punch, nail</p> <p><b>Cooking and Nutrition</b> Chop</p>
Reception	<p><b>Little Red Riding Hood</b> I know how to explore different materials with a purpose in order to develop their ideas on how to use them and what to make.</p> <p>I know how to weave materials.</p> <p>I know how to explore joining different materials.</p> <p>I know how explore, choose and use textures with a purpose in mind.</p> <p><b>Reading- Little Red Riding Hood</b></p>	<p><b>Pancakes with Fruit:</b> Begin to understand tools, techniques and processes in the preparation of food (cutting, stirring, mixing, pouring and blending ingredients)</p> <p>Know about the work of <b>Jamie Oliver</b> and how this has influenced the world.</p> <p><b>Reading- Mr Wolf's Pancakes</b></p>	<p>Explore different materials with purpose in order to develop their ideas on how to use them and what to make.</p> <p>Construction with purpose in mind with a range of resources to create complex small worlds with blocks/construction kits.</p> <p>Purposefully choose tools to shape, assemble and join materials.</p> <p>Observing and replicating a structure, making and justifying changes in their own design.</p> <p>I know how to purposefully choose from a range of joining methods when joining different materials.</p>		

			Reading- Jack and the Beanstalk		
	<p>Links to Moving and Handling: imitates drawing simple shapes such as circles and lines. Draws lines and circles using gross motor movements and uses one-handed tools and equipment. Uses simple tools to effect changes to materials. Health and self care: understands that equipment and tools have to be used safely. EAD exploring media and materials: experiments with blocks, colours and marks, realise tools can be used for a purpose. Uses various construction materials. Manipulates materials to achieve a planned. <b>ELG safely use and explore a variety of tools and techniques with colour, design, texture, form and function. Make and use props and materials when role playing characters in narratives and stories. Use a range of small tools including scissors and paintbrushes.</b></p>				
Year 1		<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that food comes from plants or animals-</li> <li>• Know how to prepare simple dishes safely and hygienically without a heat source.</li> <li>• Know how to use cutting equipment safely.</li> <li>• Know the 5 food groups of the Eat Well plate.</li> </ul> <p><b>Reading- Olivers Fruit Salad</b></p>	<p><b>A Chair for Baby Bear</b></p> <ul style="list-style-type: none"> <li>• Know how to select from and use tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing.</li> <li>• Know how structures can be made stronger, stiffer and more stable.</li> <li>• Know about the work of <b>Hans Wegner</b> and how this has influenced the world.</li> </ul> <p><b>Reading- A Chair for Baby Bear</b></p> <p><b>Christmas Cards</b></p> <ul style="list-style-type: none"> <li>• Explore and know how to use the mechanism sliders in their products.</li> <li>• Explore and know how to evaluate a range of existing products.</li> <li>• Design purposeful, functional, appealing products for themselves and others.</li> <li>• Generate develop, model and communicate their ideas through drawing.</li> </ul>		<p><b>Structures and mechanisms</b> Chair, strength, stable, triangle, slider.</p> <p><b>Cooking and Nutrition</b> Spread, knife, tea spoon, cut.</p>

			<ul style="list-style-type: none"> <li>Select from and use materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Evaluate their ideas.</li> </ul>		
Year 2	<p><b><u>Puppets</u></b></p> <ul style="list-style-type: none"> <li>Explore and know how to evaluate a range of existing products.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate develop, model and communicate their ideas through drawings and templates.</li> <li>Select from and use tools and equipment to perform practical tasks: cutting and joining.</li> <li>Select from and use materials and components, including textiles according to their characteristics.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>To know about the work of <b>Jim Henson</b> and how this has influenced the world.</li> </ul> <p>Reading- <b>Jim Henson (Ordinary People who change the world)</b></p>	<p><b><u>Nature</u></b></p> <ul style="list-style-type: none"> <li>Understand that all food comes from plants or animals.</li> <li>Know that food has to be farmed, grown elsewhere (allotment) or caught.</li> <li>Understand how to sort foods into the 5 food groups in the Eat Well plate.</li> <li>Demonstrate how to prepare simple savoury dishes safely and hygienically without using a heat source.</li> <li>Know how to cut, peel and grate.</li> </ul> <p>Reading- What's on my plate?</p>	<p><b><u>Cards</u></b></p> <ul style="list-style-type: none"> <li>Explore and know how to use the mechanisms levers in their products.</li> </ul> <p>Reading- <b>LEVERS- How it works</b></p> <p><b><u>Mother's Day</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate how structures can be made stronger, stiffer and more stable.</li> </ul>		<p><b><u>Structures</u></b> Glue-gun, triangle.</p> <p><b><u>Textiles</u></b> Fabric, template.</p> <p><b><u>Mechanisms</u></b> Lever, pivot, fastener, split-pin.</p> <p><b><u>Cooking and Nutrition</u></b> Recipe, ingredients, grater, peeler, combine.</p>
Year 3		<p><b><u>Human Body</u></b></p> <ul style="list-style-type: none"> <li>Name some foods that are grown, reared and caught in the UK and Italy.</li> <li>Know how to prepare and cook a savoury dish safely and hygienically with the use of a heat source.</li> </ul>	<ul style="list-style-type: none"> <li>Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate develop, model and communicate their ideas through discussion, annotated sketches.</li> </ul>		<p><b><u>Structures</u></b> Frame structure, annotated, functional.</p> <p><b><u>Cooking and Nutrition</u></b> Balanced diet, sweet, savoury, slice, mix, dice.</p>

		<ul style="list-style-type: none"> <li>Know how to slice, dice and mix.</li> </ul> <p><b>Reading- Pizza sauce recipe (BBC)</b></p>	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing accurately.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Begin to understand how key events and individuals in design and technology have helped shape the world- <b>George and John Rennie.</b></li> <li>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p><b>Reading- 'John Rennie- Historic Figures'</b></p>		
Year 4		<p><b><u>Ancient Greece</u></b></p> <ul style="list-style-type: none"> <li>Name some foods that are grown, reared and caught in the UK and Greece.</li> <li>Know how to prepare and cook a savoury dish safely and hygienically, with the use of a heat source.</li> </ul> <p><b>Reading- BBC Recipes</b></p>	<p><b><u>Water Wheels</u></b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Understand and use mechanical systems in their products: gears.</li> </ul> <p><b>Reading- 'Water wheels- How to guide'</b></p>	<p><b><u>Victorian Christmas Cards</u></b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Generate develop, model and communicate their ideas through annotated sketches and prototypes.</li> <li>Understand and use electrical systems in their products, eg series circuits, incorporating switches, bulbs.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<p><b><u>Structures</u></b> Shell, gears.</p> <p><b><u>Electrical Systems</u></b> Circuit, bulb, switch</p> <p><b><u>Mechanisms</u></b> Gears</p> <p><b><u>Cooking and Nutrition</u></b> Seasonal, reared and caught.</p>

				<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing accurately.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world- <b>Thomas Edison.</b></li> </ul> <p><b>Reading- Thomas Edison</b></p>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate develop, model and communicate their ideas through pattern pieces.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing accurately.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Select from and use a wide range of materials including textiles, according to their</li> </ul>	<p><b><u>Life Skills Week or WW2</u></b></p> <ul style="list-style-type: none"> <li>• Name some foods that are grown, reared and caught in the UK and Wider World.</li> <li>• Begin to understand that seasons in UK may affect the food available and grown here.</li> <li>• Know how to prepare and cook a savoury dish safely and hygienically with the use of a heat source.</li> <li>• Know how to bake.</li> </ul> <p><b>Reading- Recipe (BBC)</b></p>	<p><b><u>Space – Moving toys Cams</u></b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate develop, model and communicate their ideas through, cross-sectional and exploded diagrams and prototypes.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing accurately.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand and use mechanical systems in their products: cams</li> </ul> <p><b>Reading- Paper Automata</b></p> <p><b><u>Crafts – linkages</u></b></p>	<p><b><u>Crumble Kit</u></b></p> <p>Apply their understanding of computing to programme, monitor and control their products.</p>	<p><b><u>Structures</u></b> Hand-drill, saw, strengthen, prototype</p> <p><b><u>Textiles</u></b> Pattern piece, seam, attach, embellish</p> <p><b><u>Mechanisms</u></b> Cams, dowel, linkages.</p> <p><b><u>Cooking and Nutrition</u></b> Oven, hob, dice, bake, seasons</p> <p><b><u>. Electrical Systems</u></b> Sensor, monitor, control, input, output.</p>

	<p>functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> <li>Know about the work of <b>Peter Russell</b> (founder of the London society of fashion designers) and the influence this has had on the world.</li> </ul>		<ul style="list-style-type: none"> <li>Generate develop, model and communicate their ideas through prototypes.</li> <li>Understand and use mechanical systems in their products; linkages.</li> </ul>		
<b>Year 6</b>		<ul style="list-style-type: none"> <li>Know how food is processed into ingredients that can be eaten or used in cooking.</li> <li>Know how to prepare and cook a savoury dish safely and hygienically with the use of a heat source.</li> <li>Know that different foods and drinks contain different substances – nutrients, water and fibre – that are needed for health and why.</li> <li>Know how to knead.</li> <li>Select from and use a wide range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</li> <li>Know about the work of Mary Berry and the influence this has had on the world.</li> </ul> <p><b>Reading- Mary Berry- Pizza dough recipe</b></p>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Reading- 'Structures'</b></p>		<p><b><u>Structures</u></b> Stiffen</p> <p><b><u>Cooking and Nutrition</u></b> Processed, nutrients, fibre, knead.</p>