Year Group	Design	Make (mechanisms: levers, sliders, wheels and axles)	Evaluate	Technical Knowledge	Cooking and nutrition
1	I can say what I like about existing products, what works well, and talk about how it was made. I can explain how I want to make my model.	I can make a product with moving parts including different levers and slides with support. I can cut and join selected materials by myself.	I can say what I like about the model/example. I can make a simple evaluation of my product including why I like it and I can suggest one way to improve it.	I can use the following vocabulary: sliders, levers, mechanism, material with some support.	I can use cutting and grating skills with support. I can prepare a simple healthy snack. I can show an understanding of where food comes from.
2	I can make a simple plan with sketches. I can say what an effective product is and use this in my design (why it works well, why it looks good).	I can make and strengthen joins with an increasing number of materials including card, straw, paper, fabric. I can cut and measure materials to use in my own model. I can make a moving product with wheels and axles.	I can say what I like and dislike about the model/example. I can explain what went well when making my product referring to the function. I can suggest ways to improve my product. I can suggest ways to make my model stronger or more stable.	I can use the following vocabulary: stiffen, reinforce, joins, material, strength by myself.	I can explain how to be hygienic. I can prepare a dish using a range of cooking skills.
Year Group	**Design**	**Make (gears, pulleys, cams, levers and linkages)**	**Evaluate**	**Technical Knowledge**	**Cooking and nutrition**
3	I can experiment with a range of materials before making my product. I can label sketches to explain my ideas.	I can use a range of tools independently to cut and join materials with support. I can use a range of materials and say how it helps the function of my product and why it looks aesthetically pleasing. I can use the following mechanisms in my product: levers and linkages.	I can evaluate the appearance and function against set criteria. I can improve my work from feedback. I can name famous designers linked to my topic.	I know and can use the following vocabulary: moulding, stiffen, reinforce, aesthetic, material, levers, linkages	I can safely prepare a simple dish. I can say where the ingredients come from.
4	I can label detailed sketches to explain my ideas. My planning is linked to the use of materials available.	I can use a greater range of tools independently to cut and join materials independently. I can use a wider range of materials. I can use the following mechanism as part of my product: cams. I can understand and use electrical systems in my product.	I can evaluate the appearance and function against set criteria. I can improve my work from feedback and suggest improvements to my work and that of others. I can name famous designers linked to my topic and a famous piece of design.	I know and can use the following vocabulary: reinforce, aesthetic, material, cut, shape, join, cams	I can safely prepare a simple savoury dish. I can say how the foods were grown or reared.
5	I can label detailed sketches to explain my ideas. I can experiment with materials and use it to inform my planning. I can say how my product fits the design criteria.	I can use a greater range of tools independently to cut, join, shape and finish materials with support. I can use a wider range of materials confidently. I can use the following mechanism as	I can investigate the work of famous design and existing products. I can evaluate the appearance and function against set criteria. I can name famous designers linked to	I know and can use the following vocabulary: pulley, gears, saw, glue gun, function, appeal, pulleys	I can safely prepare a simple savoury dish. I can say how the foods were caught and processed.

		part of my product: pulleys	my topic and a famous piece of design.		
6	I can research and develop design criteria. I can create functional products fit for purpose. I can use diagrams and cross sectional sketches.	I can use a greater range of tools independently to cut, join, shape and finish materials independently. I can use a wide range of materials confidently and independently. I can use the following mechanism as part of my product: gears	I can investigate the development of famous design and existing products. I can evaluate the appearance and function against set criteria. I can describe the development of the design being studied.	I know and can use the following vocabulary: pulley, gears, saw, glue gun, function, appeal, gears	

EYFS	
DT in continuous provision	
Indoor	• Deconstructed role play • Fine motor activities to build finger dexterity • Creative areas with a wide range of open-ended materials accessible at all times • Investigation encouraged eg: colour mixing, experimenting with textures • Children encouraged to create with a purpose in mind • Open ended questions and resources • Real tools – children taught skills and then independently use screw drives, hand drills, nails and screws • Real items to deconstruct eg: coffee machine, toaster • Small parts trolley • Cooking and teaching on using real tools eg: pumpkin carving, baking gingerbread men, make sandwiches
Outdoor	• Construction area with large bricks, real guttering/piping/crates • Real steering wheels/tyres/ships wheel etc to encourage purposeful and imaginative building • Large blackboards and white boards • Children encouraged to create with a purpose in mind • Open ended questions and resources • Large textiles available for investigation and play • Small parts trolley
EYFS Full Skills Curriculum links *NB: yellow relates to nursery*	
Page 3 - Sand Page 4 – Dough Page 6 – Mark Making Page 9 – Using scissors to cut Page 10 – Pencil control Page 12 – Drawing Page 15 & 16 – Communication Page 17 – Block play Page 18 – Coil Page 19 - Mould Page 21 – Colour mixing	

Page 22 – Sticking
Page 23 – Extend
Page 24 – Bury
Page 25 -Enclose

EYFS		
Nursery	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	• Explore how things work.
	Expressive Arts and Design	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	• Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.