






	Phase 1 EYFS	Phase 2 Years 1 and 2
<p>Design</p> 	<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; ● Make comments about what they have heard and ask questions to clarify their understanding; ● Select appropriate resources ● Use gestures, talking and arrangements of materials and components to show design ● Use contexts set by the teacher and myself ● Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) <p>Key Vocabulary Investigating, planning, design, purpose, ideas.</p>	<ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ● have own ideas (Y1) and plan what to do next (Y2) ● explain what I want to do (Y1) and how I may do it (Y2) ● explain what my product is for, how it will work (Y1) and how it will be suitable for the user (Y2) ● use pictures and words to plan, begin to use models (Y1) ● describe design using pictures, words, models, diagrams, begin to use ICT (Y2) ● design a product for myself and others following design criteria ● research similar existing products (Y1) and use knowledge of existing products to produce ideas (Y2) ● choose best tools and materials, and explain choices (Y2) <p>Key Vocabulary Investigating, planning, design, purpose, ideas, design criteria, product, function, user, mock-up, template, develop, generate.</p>



<p>Make</p> 	<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; ● Use a range of small tools, including scissors, paint brushes and cutlery; <ul style="list-style-type: none"> ● Construct with a purpose, using a variety of resources ● Use simple tools and techniques ● Build / construct with a wide range of objects ● Select tools & techniques to shape, assemble and join ● Replicate structures with materials / components ● Discuss how to make an activity safe and hygienic ● Record experiences by drawing, writing, voice recording ● Understand different media can be combined for a purpose <p>Key Vocabulary Make, measure, cut, fold, join, fix structure, wall, tower, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic.</p>	<ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <ul style="list-style-type: none"> ● explain what I'm making and why (Y1) why it fits the purpose (Y2) ● consider (Y1) and make suggestions (Y2) about what I need to do next ● select tools/equipment to cut, shape, join, finish and explain choices ● measure, mark out, cut and shape materials with support ● choose suitable materials and explain choices (Y1) depending on characteristics (Y2) ● try to (Y1) use (Y2) finishing techniques to make product look good ● work in a safe and hygienic manner <p>Key Vocabulary Make, measure, cut, fold, join, fix structure, wall, tower, weak, strong, base, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p>
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<p>Evaluate</p> 	<ul style="list-style-type: none"> ● Share their creations, explaining the process they have used ● Adapt work if necessary ● Dismantle, examine, talk about existing objects/structures ● Consider and manage some risks ● Practise some appropriate safety measures independently ● Talk about how things work ● Look at similarities and differences between existing objects / materials / tools ● Show an interest in technological toys ● Describe textures <p>Key Vocabulary Discuss, compare, change.</p>	<ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria ● talk about my work, linking it to what I was asked to do talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better ● Talk about my work, linking it to what I was asked to do (Y1) and describe what went well, thinking about design criteria (Y2) ● Talk about existing products considering: use, materials, how they work, audience, where they might be used (Y1) and express personal opinion (Y2) ● Talk about existing products and say what is and isn't good. ● Begin to talk about what could make a product better (Y1) and what I would do differently if I were to do it again and why (Y2) <p>Key Vocabulary Discuss, compare, evaluate, improve, change, adapt, assess.</p>
<p><u>Technical Knowledge</u> Cooking and nutrition</p>	<ul style="list-style-type: none"> ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. ● Begin to understand some food preparation tools, techniques and processes 	<ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from. ● describe textures ● wash hands & clean surfaces (Y1) explain hygiene and keep a hygienic kitchen (Y2)

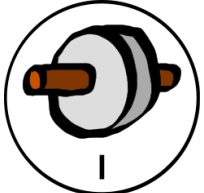
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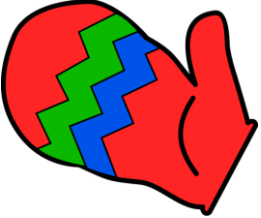
	<ul style="list-style-type: none"> ● Practise stirring, mixing, pouring, blending ● Discuss how to make an activity safe and hygienic ● Discuss use of senses ● Understand need for variety in food ● Begin to understand that eating well contributes to good health <p>Key vocabulary Fruit and vegetable names, names of equipment and utensils, sensory vocabulary, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>	<ul style="list-style-type: none"> ● think of interesting ways to decorate food ● say where some foods come from, (i.e. plant or animal) and (Y2) how food is farmed, home-grown, caught. ● describe differences between some food groups (i.e. sweet, vegetable etc.) (Y1) explain the food groups (Y2) ● Draw an 'Eatwell plate' (Y2) ● discuss how fruit and vegetables are healthy (Y1) Describe 'five a day' (Y2) ● cut, peel and grate safely, with support (Y1) with increasing confidence (Y2) <p>Key Vocabulary Fruit and vegetable names, names of equipment and utensils, sensory vocabulary, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choose, ingredients,</p>
<p><u>Technical Knowledge - Structures</u></p> 		<ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● begin to measure and join materials, with some support (Y1) Measure and join materials in different ways (Y2) ● describe differences in materials (Y1) different characteristics (Y2) ● suggest ways to make material/product stronger (Y1) ● Use joining, rolling or folding to make it stronger (Y2) <p>Key Vocabulary</p>

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		strengthen, stiffen, join, materials, characteristics, rolling, folding, measure.
<p><u>Technical Knowledge - Mechanisms</u></p>  <p>I</p>		<ul style="list-style-type: none">● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.● use levers or slides● begin to understand how to use wheels and axles (Y2) <p>Key Vocabulary mechanism, slider, lever, wheel, axel, frame</p>



<p><u>Technical Knowledge</u> - Textiles</p> 		<ul style="list-style-type: none">● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics● measure textiles● join textiles together to make a product (Y1) and explain how I did it (Y2)● carefully cut textiles to produce accurate pieces (Y2)● Choose suitable textiles (Y1) and explain choices of textile (Y2)● understand that a 3D textile structure can be made from two identical fabric shapes (Y2) <p>Key Vocabulary textile, material, characteristics, structure, join, measure, cut, accurate, product</p>
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