



Peaslake Free School Skills and Knowledge map for Design and Technology – EYFS and Key Stage 1

	<p>EYFS</p> <p>Name and explore a range of everyday products and begin to talk about and understand how and why they are used. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, share ideas, and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests and experiences Recognise that it is possible to change and alter their own ideas as they are making, adapt and refine their work. Recognise a recipe is a set of instructions for preparing a dish. There are healthy and unhealthy foods. Food and vegetables are an important part of a diet to stay healthy.</p>	
	<p>Year 1</p>	<p>Year 2</p>
<p>Designing: Understanding contexts, users, and purposes</p>	<p>In Year 1 children will: Draw on own experiences to generate ideas. Explain what the product is and who it is for. Use pictures and words to plan, and make a simple drawing of their design ideas.</p>	<p>In Year 2 children will: Have ideas from past experiences and generate ideas. Use knowledge of existing products to inform ideas. Plan what they want to do and how to do it. Explain what the product is for, how to use it Describe design using pictures, words, drawings and modelling. Label parts in their design. Choose the best tools and materials and explain choices</p>
<p>Making Planning, practical skills and techniques</p>	<p>Explain what they are making and why. Consider what they need to do next. Select tools/equipment to cut and shape and with support use safely. Assemble, join and combine materials and components together. Try to use finishing techniques to improve the look of the product.</p>	<p>Explain what and how they are making fits the purpose. Select appropriate tools, materials and techniques – use technical vocabulary to name and describe them. Measure and cut with some accuracy. Use tools safely and appropriately. Assemble, join and combine materials and components in order to make a product. Chose and use appropriate finishes to improve the appearance of the product.</p>

<p>Evaluate Own ideas and products</p>	<p>Talk about existing products and say what they like or don't like about them. Evaluate their own product by discussing how well it works in relations to its purpose.</p>	<p>Evaluate existing products and consider how good they are. Describe what well went in a project and what could be better, what could be done differently if doing it again. Evaluate own product against the design criteria.</p>
<p>Technical Knowledge Exploring how and making products work</p>	<p>Understand the simple workings of materials and components. Understand the movement of simple mechanisms including levers and sliders, wheels and axels. Know the correct vocabulary for the projects they are completing.</p>	<p>Understand the simple working of materials and components. Understand about the movement of simple mechanisms including wheels and axles. That a mechanism is a device that takes one kind of motion to produce another one. Use a range of mechanisms to make own products or models. (Sliders, levers, wheels and axles). Know the correct vocabulary for the projects they are undertaking. Understand how to make free standing structures stronger, stiffer and move stable.</p>
<p>Textiles/ Collage</p>	<p>Use a variety of techniques: weaving, fabric crayons, sewing and binca. Learn how to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines etc.</p>	<p>Explore a variety of techniques from weaving, tie-dyeing, fabric crayons and wax resist, mosaic. Running stitch using large eye needles and knot. Cut and shape fabric using scissors/snips. Apply decoration and colour using beads, buttons, fabric pens, feathers etc. Arrange and glue materials to different backgrounds to create textured collages. Fold, crumble, tear and overlap papers.</p>
<p>Food Technology Where food comes from, food preparation and nutrition.</p>	<p>Know that food has to be farmed, grown elsewhere or caught. Say where foods come from (eg plant or animal) Name and sort foods into the five groups according to the eat well guide. Discuss how fruit and vegetables are healthy. Know to wash hands and clean surfaces. Select and use appropriate fruit and vegetables, processes and tools. Use techniques such as cutting to prepare simple dishes.</p>	<p>Know that food has to be farmed, grown elsewhere or caught. Name and sort foods into the five groups according to the Eatwell guide. Explain why we need to wash hands and keep surfaces clean. Describe where food comes from and how it is made. Know the groups of food and describe "five a day". Select and use appropriate combinations of ingredients, tools and processes. Prepare simple dishes hygienically. Use techniques such as chopping, peeling, and grating to prepare simple dishes.</p>