

D and T Programme of Study



EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	EYFS
	<p>I can understand that all food has to be farmed, grown or caught. I can use the basic principles for a healthy and varied diet to prepare dishes.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT. I can select from and use a range of tools and equipment to</p>	<p>I can understand that all food has to be farmed, grown or caught. I can use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT. I can select from and use a range of tools and equipment to</p>	<p>I can understand that all food has to be farmed, grown or caught. I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p>	<p>I can understand that all food has to be farmed, grown or caught. I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p>	<p>I can understand that all food has to be farmed, grown or caught. I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p>	<p>I can understand that all food has to be farmed, grown or caught. I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p> <p>I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p>	Y1

<p>perform practical tasks. I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	<p>perform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria. I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can explore and use mechanisms such as levers, sliders, wheels and axles in products.</p>	
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	I can talk about the different food groups and name food from each group I can create designs using exploded diagrams I can use my knowledge of existing products to design my own functional product I can safely measure, mark out, cut, assemble and join with some accuracy I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	I can talk about the different food groups and name food from each group I can create designs using exploded diagrams I can use my knowledge of existing products to design my own functional product I can safely measure, mark out, cut, assemble and join with some accuracy I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	I can talk about the different food groups and name food from each group I can create designs using exploded diagrams I can use my knowledge of existing products to design my own functional product I can safely measure, mark out, cut, assemble and join with some accuracy I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	I can talk about the different food groups and name food from each group I can create designs using exploded diagrams I can use my knowledge of existing products to design my own functional product I can safely measure, mark out, cut, assemble and join with some accuracy I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	Y 3
		I can understand what makes a healthy and balanced diet, and	I can understand what makes a healthy and balanced diet, and	I can understand what makes a healthy and balanced diet, and	

	that different foods and drinks provide different substances the body needs to be healthy and active I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user I can apply techniques I have learnt to strengthen structures and explore my own ideas I can understand and use electrical systems in my products	that different foods and drinks provide different substances the body needs to be healthy and active I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user I can apply techniques I have learnt to strengthen structures and explore my own ideas I can understand and use electrical systems in my products	that different foods and drinks provide different substances the body needs to be healthy and active I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user I can apply techniques I have learnt to strengthen structures and explore my own ideas I can understand and use electrical systems in my products	Y 4
	I can understand the main food groups and the different nutrients that are important for health I can use my research into existing products and my market research to inform the design of my own innovative product I can make detailed evaluations about existing products and my own considering the views of others to improve my work	I can understand the main food groups and the different nutrients that are important for health I can use my research into existing products and my market research to inform the design of my own innovative product I can make detailed evaluations about existing products and my own considering the views of others to improve my work	I can understand the main food groups and the different nutrients that are important for health I can use my research into existing products and my market research to inform the design of my own innovative product I can make detailed evaluations about existing products and my own considering the views of others to improve my work	Y 5

	<p>I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable</p> <p>I can understand how to use more complex mechanical and electrical systems</p>	<p>I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable</p> <p>I can understand how to use more complex mechanical and electrical systems</p>	
		<p>I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can use research I have done into famous designers and inventors to inform my designs</p> <p>I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made</p> <p>I can apply my understanding of computing to programme, monitor</p>	<p>Y</p> <p>6</p>

and control my products.	
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