Key Learning in Design and Technology – Key Stage 1		
Design	**Make**	**Evaluate**
Design purposeful, functional, appealing products for themselves and others based on design criteria. Use pictures and/or words to convey what they want to design/make. Propose more than one idea for their product. (Year 2) Use kits and reclaimed materials to develop their idea(s). Use connectives to help explain what they are going to do and the order in which they are going to do it. Explore possible ideas by rearranging or changing materials. Use pictures and or drawings to develop ideas. Add notes to drawings to help explanations. (Year 2) Describe their models and drawings of ideas and intentions. Use ICT, where appropriate to generate, develop, model and communicate ideas.	Discuss their work as it progresses. Select materials from the range provided that will meet their design criteria. Select and name the tools they are using. Explain what they are making. Explain which materials they are using and why. Describe what they need to do next.	Explore existing products and investigate how they have been made. Decide how existing products achieve their purpose. Decide how existing products do not achieve their purpose. (Year 2) Talk about their design and identify the good and bad points. Verbalise changes made during the making process. Annotate plans and drawings to show changes made during the making process. (Year 2) Say what they like and dislike about the items they have made (Year 1) and attempt to say why. (Year 2) Discuss how their finished product meets their design criteria and the needs of the user.

<table>
<tr><th colspan="4">Key Learning in Design and Technology – KS1</th></tr>
<tr><th>Cooking and Nutrition
(Year 1)</th><th>Cooking and Nutrition
(Year 2)</th><th>Structures
(Cycle A Only)</th><th>Mechanisms
(Cycle A Only)</th></tr>
<tr><td rowspan="3">Begin to develop a food vocabulary commenting on taste, smell, texture and feel.
Group basic food products such as fruits and vegetables.
Explain where basic, familiar foods come from.
Cut, peel, grate and chop a range of soft ingredients independently and harder ones with some support.
To use equipment safely.
To wash hands, keep hair tied back and protect clothes and understand the importance of this.
To understand that the body needs lots of different foods.
Measure and weigh food items using non statutory measures.</td><td rowspan="3">Further develop a food vocabulary commenting on taste, smell, texture and feel.
Group a wider range of familiar food products and begin to use vocabulary such as, carbohydrate, protein, vitamins, minerals etc.
Explain where the majority of the food that they eat comes from.
Cut, peel, grate and chop a range of ingredients.
To use all equipment safely.
To work hygienically and understand what this means.
To begin to understand the importance of a varied diet.
Begin to measure and weigh food using statutory measures.</td><td>Explore how to make structures stronger, stiffer and more stable.
Investigate different techniques for stiffening a variety of materials.
Test different methods of enabling structures to remain stable.
Join appropriately for different materials and situations.
Mark out materials to be cut using a template.
Use a glue gun with close adult supervision.</td><td>Join appropriately for different materials and situations.
Try out different axle fixings and their strengths and weaknesses.
Make vehicles with construction kits, which contain free running wheels.
Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels etc.
Roll paper to create tubes.
Cut dowel using a hacksaw and bench hook.
Attach wheels to a chassis using an axle.
Use a hole punch.</td></tr>
<tr><td>Textiles
(Cycle B Only)</td><td>Mechanisms
(Cycle B Only)</td></tr>
<tr><td>Cut out shapes which have been created by drawing around a template onto the fabric.
Join fabrics in a number of ways, such as: gluing, taping, stapling, over sewing, running stitch.
Decorate fabrics by attaching other items, such as: buttons, beads, sequins, ribbons.
Colour fabrics using a range of techniques, such as: fabric paints, printing and painting.</td><td>Join appropriately for different materials and situations.
Mark out materials to be cut using a template.
Fold, tear and cut paper and card.
Cut along curved and straight lines.
Use a hole punch.
Insert paper fasteners
Experiment with levers and sliders to find different ways of making things move in 2D plane</td></tr>
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