



## Design Technology End of Year Milestones



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cooking and Nutrition</b>	<p>Try a wider range of foods, with different tastes and textures.</p> <p>To begin to understand healthy choices. (objectives from PD health and self-care)</p>	<p>Learn how to use a knife and fork.</p> <p>Know and talk about the different factors that support their overall health and wellbeing, including healthy eating. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. (objectives from PD health and self-care)</p>	<p>I can use the basic principles of a healthy and varied diet when I prepare a dish.</p> <p>I know where different foods come from.</p>	<p>I can use the basic principles of a healthy and varied diet when I prepare a dish.</p> <p>I know where different foods come from.</p>	<p>I can select and use ingredients according to their taste.</p> <p>I can understand the principals of a healthy diet.</p> <p>I can apply the principals of a healthy diet.</p> <p>I can prepare and cook a savoury dish using a range of techniques.</p> <p>I understand seasonality and have designed a product based on products available.</p> <p>I have helped to grow some of the ingredients I will use.</p> <p>I understand how some foods have been processed.</p>	<p>I can select and use ingredients according to their taste.</p> <p>I can understand the principals of a healthy diet.</p> <p>I can apply the principals of a healthy diet.</p> <p>I can prepare and cook a savoury dish using a range of techniques.</p> <p>I understand seasonality and have designed a product based on products available.</p> <p>I have helped to grow some of the ingredients I will use.</p> <p>I understand how some foods have been processed.</p>	<p>I can select and use ingredients according to their taste.</p> <p>I can understand and apply the principals of a healthy diet.</p> <p>I can prepare and cook a dish using a range of techniques.</p> <p>I understand seasonality and have designed a product based on what is available.</p> <p>I understand how some of the ingredients in my product have been processed.</p>	<p>I can select and use ingredients according to their taste.</p> <p>I can understand and apply the principals of a healthy diet.</p> <p>I can prepare and cook a savoury dish using a range of techniques.</p> <p>I understand seasonality and have designed a products based on products available.</p> <p>I have helped to grow some of the vegetables used in my product.</p> <p>I understand how some of the ingredients used in my product have been processed.</p>
<b>Designing Skills</b>	<p>Make simple models which express their ideas. (EAD Dev Matters)</p>	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting</i></p>	<p>I can design a purposeful, functional and appealing product based on design criteria.</p>	<p>I can design a purposeful, functional and appealing product based on design criteria.</p>	<p>I can develop design criteria.</p> <p>I can design an appealing, innovative and functional product.</p>	<p>I can develop design criteria.</p> <p>I can design an appealing, innovative and functional product.</p>	<p>I can develop design criteria.</p> <p>I can design an appealing, innovative and functional product.</p>	<p>I can develop design criteria.</p> <p>I can design an appealing, innovative and functional product.</p>

		<i>with colour, design, texture, form &amp; function;</i> (Objective from EAD creating with materials ELG) Create collaboratively, sharing ideas, resources and skills. (EAD, Dev Matters)	I can generate ideas for a design through talking. I can develop a design idea through drawing. I can model a design using a template and a mock-up.	I can generate ideas for a design through talking. I can develop a design idea through drawing. I can model a design using a template and a mock-up.	I can generate ideas through discussion. I can develop ideas through annotated sketches.	I can develop my ideas through cross-sectional diagrams. I can communicate my ideas through exploded diagrams.	I can develop my ideas through Computer Aided Design.	I can communicate my ideas through prototypes. I can develop my ideas through pattern pieces. I can use research to develop design criteria for a product aimed at a group of people.
<b>Evaluating Skills</b>	Be able to simply express a point of view (Dev Matters, Comm & Lang)	<i>Share creations, explaining the process they have used</i> (Objective from EAD creating with materials ELG)	I can explore and say what I like and dislike about a range products. I can evaluate ideas for my design and product based on design criteria.	I can explore and say what I like and dislike about a range products. I can evaluate ideas for my design and product based on design criteria.	Investigate a range of products. Analyse a range of products. I can evaluate my ideas against my design criteria. I understand how key individuals have helped shaped the world.	Investigate a range of products. Analyse a range of products. I can evaluate my product against my design criteria.	Investigate a range of products. Investigate a range of gears, levers and pulleys. Analyse a range products. I can consider the views of others to improve my work. I understand how key events in design technology have helped shape the world.	Investigate a range of products. Analyse a range products. I can consider the views of others to improve my work.
<b>Making Skills</b>	Join materials and explore different textures. (EAD Dev Matters) Use tools for a purpose. (EAD Bto5M)	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form &amp; function;</i> (Objective from EAD creating with materials ELG)	I can select from and use a range of tools for cutting, joining, shaping and finishing.	I can select from and use a range of tools for cutting, joining, shaping and finishing.	I can select from and accurately use a range of tools for cutting, joining, shaping, and finishing. I can select and use components. I can select and use textile materials according to their aesthetic properties.	I can select from and accurately use a range of tools for cutting, joining, shaping, and finishing. I can select and use components. I can select and use construction materials based on their functional properties. I can select and use textile materials according to their aesthetic properties.	I can select from and accurately use a range of tools for cutting, joining, shaping, and finishing. I can select and use components. I can select and use construction materials based on their functional properties. I can select and use textile materials according to their aesthetic properties.	I can select from and accurately use a range of tools for cutting, joining, shaping, and finishing. I can select and use components. I can select and use construction materials based on their functional properties. I can select and use textile materials according to their aesthetic properties.

<b>Technical Knowledge</b>	Know what we use scissors, plates, cups, spoons and knives for.	How to join materials e.g. using glue, tape or string. How to cut with scissors.	I can make a structure stiffer and stronger.	I can explore and use mechanisms. I can make a product more stable.	I can apply understanding of how to stiffen and reinforce a product.	I can apply understanding of how to stiffen and reinforce a product.	I can understand and use a mechanical system in my product. I can apply my understanding of computing to program, monitor and control a product.	I can apply understanding of how to strengthen a product. I can understand and use an electrical system in my product.
<b>Vocabulary</b>	model, build, cut, stick, plate, cup, knife, spoon, scissors, glue, tape, wash, germs, tool, apple,	<b>Nursery vocab plus:</b> fork, bowl, join, materials, strong, weak, hard, soft, melt, freeze, test, fold, side, thicker, thinner, decorate, slice, chop, peel, mix, taste, ingredients	appeal, design criteria, develop, generate, mock-ups product, components, textiles, evaluate, suitable, corner, edge, popular,	characteristics, features, function/functional, prototypes, purpose, templates, mechanism, more stable, bridge/guide, curve, joint, lever, split pin, flap, slider, slot, mechanism, investigating,	annotated sketch, appealing, criteria, functional, label, purpose, components, materials, reinforce, evaluate, frame structure, join, shape, cotton, appearance, aroma, flavour, greasy, taste, texture, ingredients, pour, source, sprinkle, utensils	characteristics, cross-sectional, exploded diagram, prototype, decision, mechanism, reinforce, stability, stiffen, strengthen, adhesive, assemble, fastening, stitch, cook, hot, mix, nutrients, vitamins	computer aided design, fit for purpose, innovative, template, user, monitor, program, fixed pivot, lever, linkage, oscillating, slider, cams, effort, fixed, force, gears, pulley, hem, reinforce, seam, wadding, edible, allergy, carbohydrate, combine, fold, gluten, intolerance, knead	design brief, finishing techniques, pattern pieces, research, aesthetic qualities, axel, circuit, circuit diagram, drive belt, electrical system, mechanical system, motor, battery, battery holder, wire, seam allowance, texture, preference, dairy, fat, protein, shape, texture