

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Design and Technology	Design	From ELGs: + Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate + Be confident to try new activities and show independence, resilience and perseverance in the face of challenge + Use a range of small tools, including scissors, paint brushes and cutlery + Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function + Share their creations, explaining the process they have used + Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary + Make use of props and materials when role playing characters in narratives and stories + Explore examples of food being grown on site + Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher + Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary + Hold conversation when engaged in back-and-forth exchanges with their teacher and peers + Begin to show accuracy and care when drawing	+ Discuss and define design criteria (i.e. features of a successful product) + Discuss and sketch products to be made considering the materials to be used		+ Based on design criteria, discuss products the required characteristics that make specific products functional and appealing + Use sketching to consider designs, including the use of annotated drawings and measurements		+ Investigate a range of examples of products with characteristics that meet design criteria, recognising essential commonalities and superficial differences + Develop design criteria for products that are functional, appealing and innovative + Use sketching to consider designs, including the use of annotated drawings, different projections, exploded diagrams and accurate measurements	
	Make		+ Appreciate that specific tools and materials are suitable for specific practical tasks + Use a limited range of tools carefully, appreciating the importance of safety	+ Select tools and materials from a limited set that are suitable for specific practical tasks + Use a wider range of tools carefully, appreciating the importance of safety	+ Select tools and materials from a wide range that are suitable for specific practical tasks + Use a wider range of tools carefully, and explain how to use these tools safely in concise terms			
	Evaluate		+ Evaluate products that have been made against given design criteria	+ Recognise the characteristics of products that meet design criteria + Evaluate products that have been made against given design criteria, and suggest improvements	+ Evaluate products that have been made against given design criteria, suggest improvements and consider the views of others + Make improvements where required and reflect on any practical considerations that change the outcome from that specified in the original design			
	Technical Knowledge		+ Accurately use language relating to properties (e.g. strength, stability, rigidity) to describe products and to make comparisons Link to Y1/Y2 science - materials and their properties	+ Describe changes to a product that show an understanding of the language relating to properties (e.g. strength, stability, rigidity)	+ Undertake changes to a product that show an understanding of the language relating to properties (e.g. strength, stability, rigidity) + Understand how a range of mechanisms work (e.g. levers, gears, pulleys) and how these can be part of complex structures (e.g. gears on a bike)			
	Cooking and Nutrition		+ Prepare dishes that show an understanding of the idea of a balanced diet + Understand where food comes from	+ Prepare dishes that show an understanding of the idea of a balanced diet, including vocabulary relating to specific nutrients (e.g. protein, carbohydrates, fibre) + Understand the difference between processed and unprocessed foods and the health benefits of eating more of the latter Link to Y3 science - human body and nutrition	+ Understand that the food we eat comes from across the globe, identifying examples of foods rarely - if ever - grown in the UK, appreciating the reasons behind this in terms of climate + Understand the consequences of a healthy/poor diet (something that teachers must address sensitively due to the socioeconomic factors that can lead to poor diets)			
Outdoor Learning	Oracy	+ Describe characteristics of natural objects + Become familiar with traditional tales + Link what they understand from stories to their own experiences + Begin to use simple sentences to describe intentions and products	+ Describe characteristics of natural objects and living things in full sentences + Describe characteristics of imagined objects in full sentences + Retell aspects of stories and build on these in imaginative discussions + Link aspects of stories to their own experiences, describing differences and similarities	+ Give well-structured descriptions and explanations + Retell aspects of stories and innovate upon these in imaginative ways + Link aspects of stories to their own experiences, describing differences and similarities and comparing and contrasting similar stories + Use vocabulary choices and rhetorical techniques to persuade				
	Collaboration and Exploration	+ Use tools and hands to explore and tend to the natural outdoor areas + Independently and collaboratively begin to explore aspects of the natural outdoor areas + Begin to cooperate with members of a team towards a common goal + Begin to discuss different ways to achieve a common goal	+ Cooperate with members of a team towards a common goal, negotiating roles and being able to give and receive instructions + Discuss different ways to achieve a common goal using precise language and an understanding of others' perspective + Independently and collaboratively explore aspects of the natural outdoor areas	+ Independently and collaboratively explore all aspects of the natural outdoor areas with confidence, describing the activities and learning that can be undertaken in each + Discuss the advantages and disadvantages of different ways to achieve a common goal using precise language and an understanding of others' perspective; from this determine the best course of action and support others in committing to this				

