

DT Objectives EYFS, Year 1, Year2

Topic	EYFS	Year 1	Year2
Design	<p data-bbox="665 387 1077 919">EA&D Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p data-bbox="665 1050 1055 1139">Vocab - Picture, drawing, use</p>	<ul data-bbox="1128 387 1554 1145" style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p data-bbox="1128 1219 1543 1308">Vocab – purpose, function, product, develop, model,</p>	<ul data-bbox="1592 387 2018 1145" style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria <p data-bbox="1592 719 2018 1145">generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p data-bbox="1592 1219 1906 1367">Vocab – purpose, function, product, develop, model,</p>

		template, mock up, informations	template, mock up, informations
Make	<p>EA&D</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Vocab – Experiment, change, tools, materials, use.</p>	<ul style="list-style-type: none"> • □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Vocab – function, design, equipment, material, fabric, thread, shape,</p>	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Vocab – function, design, equipment, material, fabric, thread, shape,</p>

		glue, cut, fold, sew, staple.	glue, cut, fold, sew, staple.
Evaluate	<p>EA&D</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>Vocab – Materials, use, idea, improve.</p>	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Vocab – product, evaluate, improve, design, criterea.</p>	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Vocab – product, evaluate, improve, design, criterea.</p>
Technical Knowledge	<p>UtW</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use</p>	<ul style="list-style-type: none"> • □ apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> • □ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

	<p>technology for particular purposes.</p> <p>Vocab – technology, tape, record, video, photograph, computer.</p>	<ul style="list-style-type: none"> • □ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p>Vocab – roll, pleat, corrugate, stiffen, strengthen, reinforce, structure, pulleys, hinge,</p>	<ul style="list-style-type: none"> • □ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p>Vocab – roll, pleat, corrugate, stiffen, strengthen, reinforce, structure, pulleys, hinge,</p>
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		levers, pivot, likages, switches, buzzer.	levers, pivot, likages, switches, buzzer
Cooking and nutrition	<p>ELG5 Physical development</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. <p>Vocab – food, meal, snack, healthy, diet</p>	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Vocab – chop, cut, peel, cook, healthy, farm, factory.</p>	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Vocab – chop, cut, peel, cook, healthy, farm, factory.</p>