

	Y1	Y2	Y3	Y4	Y5	Y6
Context						
NC Objective	<p>Design</p> <ul 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>Make</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>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition at KS1</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>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 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>Cooking and nutrition at KS2</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			
Skills	<ul style="list-style-type: none"> I can use my own ideas to make something. I can describe how something works. I can cut food safely. I can make a product which moves. I can make my model stronger. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools. I can make a simple plan before making. 	<ul style="list-style-type: none"> I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain what went well with my work. I can explain why I have chosen specific textiles. I can measure materials to use in a model or structure. I can describe the ingredients I am using. 	<ul style="list-style-type: none"> I can prove that my design meets some set criteria. I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for a given task. I can make a product which uses both electrical and mechanical components. I can work accurately to measure, make cuts and make holes. I can describe how food ingredients come together. 	<ul style="list-style-type: none"> I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work. I know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> I can come up with a range of ideas after collecting information from different sources. I can produce a detailed, step-by-step plan. I can suggest alternative plans; outlining the positive features and draw backs. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently. I can make a prototype before make a final version. I show that I can be both hygienic and safe in the kitchen. 	<ul style="list-style-type: none"> I can use market research to inform my plans and ideas. I can follow and refine my plans. I can justify my plans in a convincing way. I can show that I consider culture and society in my plans and designs. I show that I can test and evaluate my products. I can explain how products should be stored and give reasons. I can work within a budget. I can evaluate my product against clear criteria.