	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	To generate ideas from own ideas an others experiences	To generate ideas from own ideas an others experiences	To generate ideas and recognise that designs have to meet a range of different needs	To generate ideas by collecting and using information	To draw on and use various sources of information	To draw on and use various sources of information
	To develop ideas by shaping materials and putting together componants	To develop ideas by shaping materials and putting together componants	To make realistic plans to achieve aims	To take the views of users' into account when designing their products	To use understanding of familiar products to help develop their ideas	To use understanding of familiar products to help develop their ideas
	To talk about ideas	To talk about ideas	To think ahead about the order of work, choose appropriate tools, equipment, materials, components and techniques	To begin to use step by step plans	To work from detailed plans, modifying where appropriate	To work from detailed plans, modifying where appropriate
	To plan by suggesting what to do next as ideas develop	To plan by suggesting what to do next as ideas develop	To clarify ideas using labelled sketches and models to communicate details of the design	To communicate alternative ideas using words, labelled sketches and models showing that they are aware of the constraints of their design	To clarify ideas through discussion, drawing and modelling	To clarify ideas through discussion, drawing and modelling
	Communicate ideas using a variety of method's including drawing and models	To communicate ideas using a variety of method's including drawing and models			To communicate ideas	To communicate ideas
		To think of ideas and plan what to do next, based on their knowledge of materials and components.				
		To select appropriate tools, techniques and materials, explaining their choices				
		To use models, pictures and words to describe my designs				
Make	To explore how moving objects work	To make a structure that is strong	To select the most appropriate tools and techniques to make my product	To choose components that can be controlled by switches or by ICT equipment	To use a motor in a product to move wheels, gears etc	To use LEDs to make a circuit in a product
	To look at wheels, axles, turning mechanisms, hinges and simple levers	To measure and mark out materials with care	To come up with solutions to problems as they happen	To improve product after testing	To use coding software to learn how to program and control	To understand that LEDs need to be the correct way round in a circuit or they won't work
		To use safe ways of cutting, including using a saw	To make a product that uses both electrical and mechanical components	To ensure the product is well finished in a way that appeals	To experiment with a range of materials until they find the correct ones for the job (appropriate, affordability, appeal)	To use coding softwear to program and control

		To use a range of joins	To ensure the product is finished well	To use scoring and folding to shape materials accurately	To add colour and texture to their work	To use cams to make a product that moves in an interesting way
		to make structures stronger by folding, joining, or by shape (columns, triangles)	To use appropriatemouldable materials suitable for the product	To make holes accurately	To mark out using own patterns and templetes	
		To use accurate measurements in cm	To shape the product carefully using appropriate techniques and tools	To make cuts accurately and reject pieces that are not accurate		
		To use scissors precisely when cutting out	To apply texture or design to the product	To make sure methods of working are precise		
		To join textiles using glue, staples, tying or a simple stitch	To select appropriate textiles for my product			
		To make a textile product that is finished well and does the job it was made for	To use scissors accurately			
		To know that textiles have different properties (feel, texture, insulation, waterproof)				
		To select the appropriate textile so that it does the job well				
Evaluate	Talk about own and others work	To talk about ideas, saying what they like and dislike	To reflect on work in relation to intended use (and users) and identify improvements needed	To reflect on their designs and develop them	To reflect on designs and develop them	To reflect on designs and develop them
	Identify what they could have done differently and how they could improve their work in the future	To identify what they could have done differently and how they could improve their work in the future	To carry out appropriate tests first	To identify what is working well and what can be improved	To identify what is working well and what can be improved	To identify what is working well and what can be improved
		To recognise what has been donw well in their work	To recognise quality depends on how something is made and if it meets its intended use		To have an awareness of limit resources (budget, time, availabilty)	To have an awareness of limit resources (budget, time, availabilty)
			To evaluate products and suggest improvements		To understand how key events and individuals in design and technology have helped shaped the world	To have an awareness of limit resources (budget, time, availabilty)
						To understand how key events and individuals in design and technology have helped shaped the world

Technical knowledge	Cut materials using scissors	To learn about the working characteristics of materials (folding paper, plaiting yarn to make it stronger)	To describe the qualities of the material and say why it will be the most suitable choice	To ensure textile products include changes such as plaiting or weaving to create new products such as ropes, belts, bracelets and to strengthen structures	To ensure joins are strong and stable, giving extra strength to products	To ensure joins are strong and stable, giving extra strength to products
	Measure, mark out and cut fabric	To understand how to mechanisms can be used in different ways (wheels and axles that allow movement)	To join materials to make products using both permanent and temporary fixings	To ensure joins are strong and stable, giving extra strength to products	To ensure some joints are flexible to allow for dismantling or folding	To ensure some joints are flexible to allow for dismantling or folding
	Join fabrics using glue		To combine materials to add strength and visual appeal	To ensure some joints are flexible to allow for dismantling or folding	To hide joins for aesthetic effect	To hide joins for aesthetic effect
	Produce neat work		To apply mechanisms to create movement			
			To combine a number of comonants well in my product			
			To learn how mechanisms can be used to make things move in different ways, using a range of equipment, including ICT control programs			
Cooking and Nutrition	To understand that food comes from animals and plants	To understand that vegetables are parts of plants which are grown in farms or elsewhere (wild or at home)	To understand that some ingredients are grown, harvested and processed	To understand that some ingredients are grown in different parts of the world	To understand that food is grown, reared and caught in the UK, Europe and the wider world	To understand that food is grown, reared and caught in the UK, Europe and the wider world
	To understand that food has to be farmed or grown	To understand that fresh ingredients can be used without cooking	That ingredients can be fresh, pre-cooked and processed	To understand that ingredients can be fresh, pre-cooked or processed	To understand that seasons may affect the food available	To understand that seasons may affect the food available
	To prepare simple dishes safely and hygienically, without using a heat source	To understand the principles of a healthy, varied, balanced diet (that everyone should eat at least 5 portions of fruit and vegetables a day)	To name and sort foods into the five groups in The Eatwell Plate	To understand the principles of a healthy, varied, balanced diet (that everyone should eat at least 5 portions of fruit and vegetables a day)	To understand how food is processed into ingredients that can be eaten or used in cooking	To understand how food is processed into ingredients that can be eaten or used in cooking
	To use techniques such as cutting, peeling, grating, measuring, weighing, combining, stirring, shaping & mixing	To prepare simple dishes safely and hygienically, without using a heat source	To combine food ingredients according to their sensory characteristics	To adapt a recipe by adding or substituting ingredients	To understand seasonability	To understand seasonability
	To understand about seasonality	To use techniques such as peeling, chopping, grating, slicing	To use use techniques such as weighing, measuring, mixing, kneading, combining and shaping	To prepare and cook a savory dish safely and hygienically using a heat source	To adapt a recipe by adding or substituting ingredients	To adapt a recipe by adding or substituting ingredients

		To combine ingredients according to their sensory characterisitics	To understand seasonality	To use use techniques such as weighing, measuring, mixing, kneading, chopping, measuring, combining and shaping	To prepare and cook a savory dish safely and hygienically using a heat source	To prepare and cook a savory dish safely and hygienically using a heat source
			To prepare and cook safely and hygienically using a heat source		To use use techniques such as weighing, measuring, mixing, kneading, chopping, measuring, combining and shaping	To use use techniques such as weighing, measuring, mixing, kneading, chopping, measuring, combining and shaping