

## Expected standard at the End of EYFS (We have selected the Early Learning Goal that links most closely to the DT National Curriculum)

### Expressive Arts and Design

Children at the expected level of development will: naturally invent products during role-play (e.g., "This box is a rocket"). This aligns with the DT requirement to design for a purpose. Exploring Media: Children experiment with different textures and materials (cardboard, fabric, plastic).

| Key Stage 1 National Curriculum Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key Stage 2 National Curriculum Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Pupils should be taught about:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul> | <p>Pupils should be taught about:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>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</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |

|        | Generating Ideas<br>(Designing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Making<br>(Skills and techniques)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cooking and nutrition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|        | <ul style="list-style-type: none"> <li>Generating ideas and exploring the work of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Planning, practical skills and techniques</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Comparing own ideas and products with existing products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Making products work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Learning where food comes from</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Year 1 | <ul style="list-style-type: none"> <li>Work confidently within a range of contexts e.g. imaginary, wider environment.</li> <li>State what products they are designing and making.</li> <li>Say whether their products are for themselves or other users.</li> <li>Describe what their products are for.</li> <li>Say how their products will work.</li> <li>Generate ideas by drawing on their own experiences.</li> <li>Develop and communicate ideas by talking and drawing. Begin to model ideas by exploring materials, components and mock-ups.</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Plans by suggesting what to do next.</li> <li>Selects from a range of tools, materials and components according to their characteristics.</li> <li>Explains their choices.</li> <li>Follows procedures for safety and hygiene.</li> <li>Uses a range of materials, components, construction kits, textiles, food ingredients and mechanical products.</li> <li>Measures, marks out, shapes and cuts a range of materials.</li> <li>Begins to assemble, join and combine materials and components.</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Talk about their design ideas and what they are making.</li> <li>Make simple judgements about their products and ideas against design criteria.</li> <li>Talk about how to make their products better.</li> <li>Explore what products are, what they are made from, who they are for, how they are used and where they might be used.</li> <li>Talk about likes and dislikes of existing products.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Pupils understand the simple working characteristics of materials and components.</li> <li>They know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>Recognise that food ingredients should be combined according to their sensory characteristics.</li> <li>Begin to understand how freestanding structures can be made stronger, stiffer and more stable.</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Know that food comes from plants or animals.</li> <li>Food is farmed, grown elsewhere (e.g home) or caught.</li> <li>Name and sort foods into the five groups in 'The Eatwell Plate.'</li> <li>Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Prepare some simple dishes.</li> <li>Use techniques e.g. cutting, peeling and grating.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| Year 2 | <ul style="list-style-type: none"> <li>State what products they are designing and making.</li> <li>Say whether their products are for themselves or other users.</li> <li>Describe what their products are for and their purpose.</li> <li>Say how their products will work and how they're suitable for intended users.</li> <li>Use simple design criteria to help develop their ideas.</li> <li>Generate ideas by drawing on their own experiences.</li> <li>Use knowledge of existing products to help come up with ideas.</li> <li>Develop and communicate ideas by talking and drawing</li> <li>Model ideas by exploring materials, components, and by making templates.</li> <li>Begin to share ideas through discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Selects from a range of tools, materials and components according to their characteristics</li> <li>Explains their choices.</li> <li>Confidently follows procedures for safety and hygiene and explains reasons for this.</li> <li>Uses a range of materials, components, construction kits, textiles, food ingredients and mechanical products.</li> <li>Accurately measures, marks out, cuts and shapes a range of materials and components.</li> <li>Assembles, joins and combines materials and components with some accuracy.</li> <li>Begin to use finishing techniques, including those from art and design sessions.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about their design ideas and what they are making.</li> <li>Make simple judgements about their products and ideas against design criteria.</li> <li>Talk and write about how to make their products better.</li> <li>Begin to refer to their design criteria as they design and make.</li> <li>Explore what products are, what they are made from, who they are for, how they are used and where they might be used.</li> <li>Think about whether products can be recycled.</li> <li>Talk about likes and dislikes of existing products. Give reasons.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils understand the working characteristics of materials and components.</li> <li>They know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>Recognise that food ingredients should be combined according to their sensory characteristics.</li> <li>Understand how freestanding structures can be made stronger, stiffer and more stable.</li> <li>Recognise that 3D textiles products can be assembled from two identical fabric shapes.</li> <li>Use the correct technical vocabulary for projects.</li> <li>Begin to understand and use a wider range of materials and components e.g. electrical circuits and programming computer systems.</li> </ul> | <ul style="list-style-type: none"> <li>Know that food comes from plants or animals.</li> <li>Food is farmed, grown elsewhere (e.g home), imported or caught locally, regionally and internationally.</li> <li>Name and sort foods into the five groups in 'The Eatwell Plate.'</li> <li>Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Know how to prepare simples dishes safely and hygienically, without using a heat source.</li> <li>Prepare a range of dishes using a variety of techniques e.g. cutting, chopping, peeling and grating.</li> <li>Begin to know that a healthy diet is made up from a variety and balance of different foods and drinks.</li> <li>That food is needed to provide energy for the body.</li> </ul> |
|        | <b>Key Stage 1 expectations:</b> <ul style="list-style-type: none"> <li>□ Design purposeful, functional, and appealing products for themselves and other users based on design criteria.</li> <li>□ Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups, and, where appropriate, information and communication technology (ICT).</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <b>Key Stage 1 expectations:</b> <ul style="list-style-type: none"> <li>□ Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</li> <li>□ Select from and use a range of tools and equipment to perform practical tasks (e.g., cutting, shaping, joining, and finishing)</li> </ul>                                                                                                                                                                                                                                                                                  | <b>Key Stage 1 expectations:</b> <ul style="list-style-type: none"> <li>□ Explore and evaluate a range of existing products.</li> <li>□ Evaluate their ideas and products against design criteria.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Key Stage 1 expectations:</b> <ul style="list-style-type: none"> <li>□ Build structures, exploring how they can be made stronger, stiffer, and more stable.</li> <li>□ Explore and use mechanisms in their products (e.g., levers, sliders, wheels, and axles).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Key Stage 1 expectations:</b> <ul style="list-style-type: none"> <li>□ Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>□ Understand where food comes from.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|        | Generating Ideas<br>(Designing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Making<br>(Skills and techniques)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Technical knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Cooking and nutrition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|        | <ul style="list-style-type: none"> <li>Generating ideas and exploring the work of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Planning, practical skills and techniques</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Comparing own ideas and products with existing products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Making products work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Learning where food comes from</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 3 | <ul style="list-style-type: none"> <li>Work confidently within a range of contexts, such as the home, school, leisure and industry.</li> <li>Describe the purpose of their products.</li> <li>Indicate design features of their products.</li> <li>Gather information about the needs and wants of individuals or groups.</li> <li>Develop their own design criteria.</li> <li>Share and clarify ideas through discussion.</li> <li>Model ideas using prototypes.</li> <li>Use annotated diagrams and some computer aided design packages, to develop and communicate ideas.</li> <li>Generate realistic ideas, focusing on the needs of the user.</li> <li>Begin to take account of the availability of resources.</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Select tools and equipment suitable to the task.</li> <li>Explain their choices.</li> <li>Selects some materials and components suitable to the task.</li> <li>Order the main stages of making</li> <li>Follow procedures for safety and hygiene, giving reasons why.</li> <li>Use a wide range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</li> <li>Accurately measures, marks out, cuts and shapes materials and components.</li> <li>Applies some finishing techniques.</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Identify the strengths and areas for development in their ideas and products.</li> <li>Consider the views of others.</li> <li>Refer to their design criteria as they design and make.</li> <li>Use their design criteria to evaluate their completed products.</li> <li>Investigate and analyse: how well products have been designed and made; which materials and methods were used and which were successful; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</li> <li>Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries.</li> </ul>          | <ul style="list-style-type: none"> <li>Recognise several fresh, pre-cooked and processed foods.</li> <li>Pupils know how to use learning from science and mathematics to help design and make products that work.</li> <li>They understand that materials have functional and aesthetic qualities.</li> <li>Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>Know how mechanical systems such as levers and linkages create movement.</li> <li>Know that simple electrical circuits and components can be used to create functional products.</li> <li>Program a computer to control their products.</li> <li>Make strong, stiff shell structures.</li> <li>Know that a single fabric shape can be used to make a 3D textile product</li> </ul>                                      | <ul style="list-style-type: none"> <li>Know that food is farmed, reared, grown elsewhere (e.g home), imported or caught locally, regionally and internationally.</li> <li>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including the use of a heat source.</li> <li>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Recognise that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on 'The Eatwell Plate.'</li> <li>Know that to be active and healthy, food is needed to provide energy for the body.</li> </ul>                                           |
| Year 4 | <ul style="list-style-type: none"> <li>Work confidently in a range of contexts, e.g. home, school, leisure, culture, industry and wider environment.</li> <li>Describe the purpose of their products.</li> <li>Indicate design features of their products that will appeal to intended users.</li> <li>Gather information about the needs and wants of individuals or groups.</li> <li>Develop their own design criteria and use this to inform their ideas.</li> <li>Share and clarify ideas confidently, through discussion.</li> <li>Model ideas using prototypes and pattern pieces.</li> <li>Use annotated sketches, some cross-sectional drawings and computer-aided design packages, to develop and communicate ideas.</li> <li>Generate realistic ideas, focusing on the needs of the user.</li> <li>Make design decisions that take account of the availability of resources.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently select tools and equipment suitable to the task.</li> <li>Explain their choices, giving evidence.</li> <li>Selects materials and components suitable to the task.</li> <li>Order the main stages of making in logical steps.</li> <li>Follow procedures for safety and hygiene giving reasons why.</li> <li>Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</li> <li>Measures, marks out, cuts and shapes materials and components with accuracy.</li> <li>Accurately assembles, joins and combines most materials.</li> <li>Accurately apply several finishing techniques.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently select tools and equipment suitable to the task.</li> <li>Explain their choices, giving evidence.</li> <li>Selects materials and components suitable to the task.</li> <li>Order the main stages of making in logical steps.</li> <li>Follow procedures for safety and hygiene giving reasons why.</li> <li>Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</li> <li>Measures, marks out, cuts and shapes materials and components with accuracy.</li> <li>Accurately assembles, joins and combines most materials.</li> <li>Accurately apply several finishing techniques.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils use learning from science, mathematics and other subjects to help design and make products that work.</li> <li>They understand that materials have functional and aesthetic qualities.</li> <li>Apply this thinking successfully to their own products.</li> <li>Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>Know that mechanical and electrical systems have an input, process and output.</li> <li>Know how mechanical systems such as levers and linkages create movement.</li> <li>Know that simple electrical circuits and components can be used to create functional products.</li> <li>Make strong, stiff shell structures for a purpose.</li> <li>Recognise a range of fresh, pre-cooked and processed foods.</li> </ul> | <ul style="list-style-type: none"> <li>Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught. This can be on a local, regional and international scale.</li> <li>Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Know that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on 'The Eatwell Plate.'</li> <li>Know that to be active and healthy, food is needed to provide energy for the body.</li> </ul> |

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|  | <b>Lower Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ 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.</li><li>□ Generate, develop, model, and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern piece</li></ul> | <b>Lower Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g., cutting, shaping, joining, and finishing).</li><li>□ 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.</li></ul> | <b>Lower Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Investigate and analyse a range of existing products.</li><li>□ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>□ Understand how key events and individuals in design and technology have helped shape the world.</li></ul> | <b>Lower Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Apply understanding of how to strengthen, stiffen, and reinforce more complex structures.</li><li>□ Understand and use mechanical systems in their products (e.g., gears, pulleys, cams, levers, and linkages).</li><li>□ Understand and use electrical systems in their products (e.g., series circuits incorporating switches, bulbs, buzzers, and motors).</li><li>□ Apply computing to program, monitor, and control products.</li></ul> | <b>Lower Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Understand and apply the principles of a healthy and varied diet.</li><li>□ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li><li>□ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught, and processed.</li></ul> |
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|        | Generating Ideas<br>(Designing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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|        | • Generating ideas and exploring the work of others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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                                                                                                                                                                                                                                          | • Comparing own ideas and products with existing products.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| Year 5 | <ul style="list-style-type: none"> <li>• Work confidently in a wide range of contexts, e.g. home, school, leisure, culture, industry, enterprise and wider environment.</li> <li>• Describe in detail, the purpose of their products.</li> <li>• Indicate design features of their products that will appeal to intended users.</li> <li>• Gather information about the needs and wants of individuals or groups.</li> <li>• Develop their own design criteria and use this to inform their ideas</li> <li>• Carry out research surveys to identify users' needs and wants.</li> <li>• Develop a simple design specification to guide their thinking.</li> <li>• Share and clarify ideas confidently, through discussion.</li> <li>• Model ideas using prototypes and pattern pieces.</li> <li>• Use annotated sketches, cross-sectional drawings, exploded diagrams and computer-aided design packages, to develop and communicate ideas.</li> <li>• Generate realistic ideas, focusing on the needs of the user.</li> <li>• Make design decisions that take account of the availability of resources, time and cost.</li> <li>• Generate innovative ideas from prior research.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently select tools and equipment suitable to the task.</li> <li>• Explain their choices, giving evidence.</li> <li>• Selects materials and components suitable to the task.</li> <li>• Produce appropriate lists of tools, equipment and materials that they will need.</li> <li>• Order the stages of the making process, in logical steps. Formulate step-by-step plans as guide to making.</li> <li>• Follow procedures for safety and hygiene and begin to suggest their own safe working procedures.</li> <li>• Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</li> <li>• Measures, marks out, cuts and shapes materials and components with accuracy.</li> <li>• Accurately assembles, joins and combines most materials.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design sessions.</li> <li>• Use techniques that involve a number of steps.</li> <li>• Use resourcefulness when tackling practical problems.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate and improve their completed products.</li> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products.</li> <li>• Evaluate their ideas and products against their original design specification.</li> <li>• Investigate and analyse: how well products have been designed and made; why materials have been chosen; what methods of construction were used; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</li> <li>• Investigate and analyse: who designed the products; where products were designed and made; when products were designed and made; whether products can be recycled or re-used.</li> <li>• Consider cost and sustainability.</li> <li>• Consider the impact and innovative qualities of their products.</li> <li>• Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils use learning from science, mathematics, other subjects and sources to help design and make products that work.</li> <li>• They understand that materials have functional and aesthetic qualities.</li> <li>• Apply this thinking successfully to their own products.</li> <li>• Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>• Know that mechanical and electrical systems have an input, process and output.</li> <li>• Know how mechanical systems such as levers and linkages create movement.</li> <li>• Know that simple electrical circuits and components can be used to create functional products.</li> <li>• Make strong, stiff shell structures for a purpose.</li> <li>• Recognise a range of fresh, pre-cooked and processed foods.</li> <li>• Know that mechanical systems e.g. cams, pulleys or gears create movement.</li> <li>• Explore more complex electrical circuits and components.</li> <li>• Reinforce and strengthen a 3D framework.</li> <li>• Adapt recipes by adding or substituting one or more ingredients.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught. This can be on a local, regional and international scale.</li> <li>• Begin to know that seasons and weather affect food availability.</li> <li>• Begin to know how food is processed into ingredients that can be eaten or used in cooking.</li> <li>• Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>• Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>• Know that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on 'The Eatwell Plate.'</li> <li>• Know that to be active and healthy, food is needed to provide energy for the body.</li> <li>• Begin to understand that recipes can be adapted to change the taste, texture, aroma and appearance.</li> <li>• Know that different foods contain substances that are needed for health e.g. water, fibre, vitamins and nutrients.</li> </ul> |

|        | Generating Ideas<br>(Designing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Making<br>(Skills and techniques)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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                            | Cooking and nutrition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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|        | <ul style="list-style-type: none"> <li>Generating ideas and exploring the work of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Planning, practical skills and techniques</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Comparing own ideas and products with existing products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Making products work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Learning where food comes from</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Year 6 | <ul style="list-style-type: none"> <li>Work confidently in a wide range of contexts, e.g. home, school, leisure, culture, industry, enterprise and wider environment.</li> <li>Describe in detail, the purpose of their products.</li> <li>Indicate design features of their products that will appeal to intended users and justify why.</li> <li>Gather information about the needs and wants of particular individuals and groups.</li> <li>Develop their own design criteria and use this to inform their ideas.</li> <li>Carry out research e.g. surveys, interviews, questionnaires and web-based resources, to identify users' needs, wants and preferences.</li> <li>Develop detailed design specifications to guide their thinking and planning.</li> <li>Share and clarify ideas confidently, through discussion.</li> <li>Model ideas using prototypes and pattern pieces.</li> <li>Use annotated sketches, cross-sectional drawings, exploded diagrams and computer-aided design packages, to develop and communicate ideas.</li> <li>Generate realistic ideas, focusing on the needs of the user.</li> <li>Make design decisions that take account of the availability of resources.</li> <li>Generate innovative ideas drawing on research.</li> <li>Make informed design decisions based on time, cost and resources constraints</li> </ul> | <ul style="list-style-type: none"> <li>Confidently select tools and equipment suitable to the task.</li> <li>Explain their choices, giving evidence.</li> <li>Selects materials and components suitable to the task.</li> <li>Produce appropriate lists of tools, equipment and materials that they will need.</li> <li>Formulate step-by-step plans as guide to making</li> <li>Formulate own procedures for safety and hygiene.</li> <li>Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</li> <li>Measures, marks out, cuts and shapes materials and components with accuracy.</li> <li>Accurately assembles, joins and combines materials.</li> <li>Accurately apply a range of finishing techniques, including those from art and design.</li> <li>Use techniques that involve a number of steps.</li> <li>Use resourcefulness, resilience and innovation, when tackling practical problems.</li> <li>Explains next steps in learning, drawing from prior experience.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently identify the strengths and areas for development in their ideas and products.</li> <li>Consider the views of others, including intended users, to improve their work.</li> <li>Refer to their design criteria as they design and make.</li> <li>Use their design criteria to evaluate and improve their completed products.</li> <li>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products.</li> <li>Evaluate their ideas and products against their original design specification.</li> <li>Investigate and analyse: how well products have been designed and made; why materials have been chosen; what methods of construction were used; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</li> <li>Investigate and analyse: who designed the products; where products were designed and made; when products were designed and made; whether products can be recycled or re-used.</li> <li>Investigate and analyse: how much products cost to make; how innovative products are; how sustainable the materials in products are; what impact products have beyond their intended purpose.</li> <li>Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils use learning from science, mathematics and from several subjects and sources to help design, make and evaluate products that work.</li> <li>They understand that materials have functional and aesthetic qualities.</li> <li>Apply this thinking successfully to their own products.</li> <li>Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>Know that mechanical and electrical systems have an input, process and output.</li> <li>Know how mechanical systems such as levers and linkages create movement.</li> <li>Know that simple electrical circuits and components can be used to create functional products.</li> <li>Make strong, stiff shell structures for a purpose.</li> <li>Know that a single fabric shape can be used to make a 3D textile product.</li> <li>Recognise a wide range of fresh, pre-cooked and processed foods.</li> <li>Know that mechanical systems e.g. cams, pulleys or gears create movement.</li> <li>Explore more complex electrical circuits and components.</li> <li>Reinforce and strengthen a 3D framework.</li> <li>Know that 3D textile products can be made from a combination of fabric shapes.</li> <li>Recreate and adapt existing and new recipes by adding or substituting a range of ingredients.</li> </ul> | <ul style="list-style-type: none"> <li>Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught. This can be on a local, regional and international scale.</li> <li>To know that seasons and weather affect food availability.</li> <li>Begin to know how food is processed into ingredients that can be eaten or used in cooking.</li> <li>Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Know that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on</li> <li>'The Eatwell Plate.'</li> <li>Know that to be active and healthy, food is needed to provide energy for the body.</li> <li>Know that recipes can be adapted to change the taste, texture, aroma and appearance.</li> <li>Know that different foods contain substances that are needed for health e.g. water, fibre, vitamins, minerals and nutrients.</li> <li>Understand that healthy diets must incorporate the correct amounts of food types and substances.</li> <li>Understand that exercise is also important for our wellbeing and fitness.</li> </ul> |

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|  | <b>Upper Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ 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.</li><li>□ Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern piece</li></ul> | <b>Upper Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g., cutting, shaping, joining, and finishing).</li><li>□ 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.</li></ul> | <b>Upper Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Investigate and analyse a range of existing products.</li><li>□ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>□ Understand how key events and individuals in design and technology have helped shape the world.</li></ul> | <b>Upper Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures.</li><li>□ Understand and use mechanical systems in their products (e.g., gears, pulleys, cams, levers, and linkages).</li><li>□ Understand and use electrical systems in their products (e.g., series circuits incorporating switches, bulbs, buzzers, and motors).</li><li>□ Apply computing to program, monitor, and control products.</li></ul> | <b>Upper Key Stage 2 expectations:</b> <ul style="list-style-type: none"><li>□ Understand and apply the principles of a healthy and varied diet.</li><li>□ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li><li>□ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught, and processed.</li></ul> |
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