



	30-50 months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
			Health and Self-Care	<ul style="list-style-type: none"> To understand that equipment and tools have to be used safely.
		Understanding the World	Technology	<ul style="list-style-type: none"> To show an interest in technological toys with knobs or pulleys, or real objects. To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.
		Expressive Arts and Design	Exploring and Using Media and Materials	To enjoy joining in with dancing and ring games. <ul style="list-style-type: none"> To begin to move rhythmically. To imitate movement in response to music. To tap out simple repeated rhythms
			Being Imaginative	To develop preferences for forms of expression. <ul style="list-style-type: none"> To use movement to express feelings. To create movement in response to music. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	40 - 60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control.
			Health and Self-Care	<ul style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To practise some appropriate safety measures without direct supervision.
		Expressive Arts and Design	Exploring and Using Media and Materials	To explore what happens when they mix colours. <ul style="list-style-type: none"> To experiment to create different textures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using.
			Being Imaginative	<ul style="list-style-type: none"> To create simple representations of events, people and objects. To choose particular colours to use for a purpose.
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To handle equipment and tools effectively, including pencils for writing. 	
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
		Being Imaginative	To 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.	

Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Summer 2	Summer 2
People Who help Us	Sparkle & shine Construction Using different materials/joining materials, make fireworks, diva lamps, cards, wrapping paper, stick puppets,	Superheroes 2D to 3D Design and make superhero capes and masks. Using a range of resources/materials. Select tools for activity. Use colour, texture, shape, form and space in two or three dimensions to make a castle, lair or hiding place	Winter Wonderland Design Process Designing a sleigh Design winter clothing	Pets Construction Making pet homes using junk modelling. Exploring colour mixing of paints to make a favourite pet and pet home.	Ugly Bug Ball	At the Seaside Joining materials Weaving sea and sand pictures Junk model sea creatures

Cycle A	Year 1/2		Year 3/4	Year 5/6
Autumn A	Structure		Construction	Circuits
	Free standing Structures Photo Frames		Combining materials Balloon Buggy	More complex circuits and switches Moving vehicles/alarms
* Opportunity for short Christmas DT focus in second part of term	*Mechanism 2D to 3D Pop up cards		*Structure Shell structures Gift boxes	*Food and Nutrition Culture and seasonality Xmas Biscuits
Spring A	Textiles Templates and joining techniques Roly Poly Bird	Cooking and Nutrition Fruit and vegetables Sensational salads	Circuits Simple circuits and switches Torches/lighthouse	Textiles Combining different fabric shapes Felt phone/pencil cases
Summer A	Mechanism Sliders, Levers and Wheels Traditional tales		Food and Nutrition Healthy and varied diet Bread making	Construction/structure Frame Structures Bridges

Cycle B	Year 1/2	Year 3/4	Year 5/6
Autumn B * opportunity for short Christmas DT in second part of term	Construction Free standing structures Shelters/homes	Cooking and Nutrition Healthy and varied diet Healthy lunch	Construction Shell structures Periscope
	*Mechanism Sliders and levers Xmas moving pictures	*Circuits Simple circuits and switches Light up Xmas cards	*Textiles 2D to 3D shapes Xmas decorations
Spring B	Mechanism Wheels and axels Vehicles *alternative Balloons with materials focus	Mechanism Levers and Linkages Moving Posters	Mechanism Pivot and levers Shadow Puppet Theatre
Summer B	Cooking and Nutrition Healthy and varied diet Teddy Bears Picnic Biscuits	Textiles 2D shape to 3D product Bean Bag frogs	Cooking and Nutrition Healthy and varied diet Breakfast bars/teddy bears picnic food

Assessment statements taken from curriculum

Design

Make

Evaluate

Technical knowledge

Cooking and Nutrition

Cycle A Curriculum statements	Year 1/2	
Autumn A	<p>Structure - photo frames</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • explore and evaluate a range of existing products • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Mechanism - Christmas cards</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • explore and use mechanisms
Spring A	<p>Textiles - Roly Poly bird puppet</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics • explore and evaluate a range of existing products 	<p>Cooking and Nutrition - sensational salads</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks • explore and evaluate a range of existing products • use the basic principles of a healthy and varied diet to prepare dishes
Summer A	<p>Mechanism - traditional tales - moving pictures</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	

Cycle B	Year 1/2	
Autumn B	<p>Construction - shelters</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Mechanism - Christmas moving pictures</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • explore and use mechanisms
Spring B	<p>*Mechanism* - vehicles</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • explore and use mechanisms <p style="text-align: right;">* alternative unit - Hot air Balloons</p>	
Summer B	<p>Cooking and Nutrition - Picnic biscuits</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks • explore and evaluate a range of existing products • use the basic principles of a healthy and varied diet to prepare dishes 	

Cycle A Curriculum statements	Year 3/4	
Autumn A	Construction - Balloon buggy <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks 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 • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	Structure - Christmas gift boxes <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks 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 • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Spring A	Circuits - torches/lighthouses <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 • 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 • investigate and analyse a range of existing products • understand how key events and individuals in design and technology have helped shape the world • understand and use electrical systems in their products 	
Summer A	Food and Nutrition - making bread <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. • select from and use a wider range of tools and equipment to perform practical tasks accurately • understand and apply the principles of a healthy and varied diet 	

Cycle B	Year 3/4	
Autumn B	<p>Cooking and Nutrition - packed lunches</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and apply the principles of a healthy and varied diet • understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>Circuits - Christmas light up cards</p> <ul style="list-style-type: none"> • 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 • investigate and analyse a range of existing products • understand and use electrical systems in their products
Spring B	<p>Mechanism - moving pictures</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. • select from and use a wider range of tools and equipment to perform practical tasks 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 • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use mechanical systems in their products 	
Summer B	<p>Textiles - frog bean bags</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • select from and use a wider range of tools and equipment to perform practical tasks 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 • 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 	

Cycle A Curriculum statements	Year 5/6	
Autumn A	<p>Circuits - moving vehicles/alarms</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products 	<p>Food and Nutrition - Christmas biscuits</p> <ul style="list-style-type: none"> • 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 • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and apply the principles of a healthy and varied diet
Spring	<p>Textiles - phone/pencil cases</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 group • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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 • 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 • 	
Summer A	<p>Construction/structure - bridges</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 group • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • select from and use a wider range of tools and equipment to perform practical tasks 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 • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	

Cycle B	Year 5/6	
Autumn B	<p>Construction - periscope</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks 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 • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Textiles - Christmas decorations</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products
Spring B	<p>Mechanism - Shadow puppets</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products • select from and use a wider range of tools and equipment to perform practical tasks accurately 	
Summer B	<p>Cooking and Nutrition - picnic food</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 group • 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 • 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 • 	

Designing	KS1	KS2
Understanding contexts, users and purposes	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • gather information about the needs and wants of particular individuals and groups • develop their own design criteria and use these to inform their ideas <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups • develop a simple design specification to guide their thinking
Generating, developing, modelling and communicating ideas	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • generate ideas by drawing on their own experiences • use knowledge of existing products to help come up with ideas • develop and communicate ideas by talking and drawing • model ideas by exploring materials, components and construction kits and by making templates and mock-ups • use information and communication technology, where appropriate, to develop and communicate their ideas 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • generate realistic ideas, focusing on the needs of the user • make design decisions that take account of the availability of resources <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • generate innovative ideas, drawing on research • make design decisions, taking account of constraints such as time, resources and cost.

Making	KS1	KS2
Planning	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • select from a range of materials and components according to their characteristics 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • order the main stages of making <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making
Practical skills and techniques	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • measure, mark out, cut and shape materials and components • assemble, join and combine materials and components • use finishing techniques, including those from art and design 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • apply a range of finishing techniques, including those from art and design, with some accuracy • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems.

Evaluating	KS1	KS2
Own ideas and products	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • suggest how their products could be improved 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work In early KS2 pupils should also: <ul style="list-style-type: none"> • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products In late KS2 pupils should also: <ul style="list-style-type: none"> • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification
Existing products	<p>Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from • what they like and dislike about products 	<p>Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants In early KS2 pupils should also investigate and analyse: <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused In late KS2 pupils should also investigate and analyse: <ul style="list-style-type: none"> • 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
Key events and individuals		<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products

Technical Knowledge	KS1	KS2
Making products work	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • that a 3-D textiles product can be assembled from two identical fabric shapes • that food ingredients should be combined according to their sensory characteristics • the correct technical vocabulary for the projects they are undertaking 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • that materials can be combined and mixed to create more useful characteristics • that mechanical and electrical systems have an input, process and output • the correct technical vocabulary for the projects they are undertaking <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • how to make strong, stiff shell structures <ul style="list-style-type: none"> • that a single fabric shape can be used to make a 3D textiles product • that food ingredients can be fresh, pre-cooked and processed <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • that a 3D textiles product can be made from a combination of fabric shapes • that a recipe can be adapted by adding or substituting one or more ingredients

Cooking and Nutrition	KS1	KS2
Where food comes from	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world In late KS2 pupils should also know: • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The Guide • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking In early KS2 pupils should also know: • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Guide • that to be active and healthy, food and drink are needed to provide energy for the body In late KS2 pupils should also know: • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances - nutrients, water and fibre - that are needed for health

Lesson by lesson progression

Design and Technology – Skills to be met

Skill	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Background Research – Lesson 1</p> <p>Exploring context and existing products</p>	<p>Understand what a product is and who it is for</p> <p>Understand how a product works and how it is used</p> <p>Identify where you might find this product</p>	<p>Understand what a product is and who it is for</p> <p>Understand how a product works and how it is used</p> <p>Identify where you might find this product</p> <p>Identify the materials used to make the product</p> <p>Express an opinion about the product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from</p> <p>Evaluate the product on design and use</p> <p>Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from</p> <p>Evaluate the product on design and use</p> <p>Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from and how environmentally friendly the materials are</p> <p>Evaluate the product on design, appearance and use</p> <p>Identify the cost to make the product</p> <p>Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from and how environmentally friendly the materials are</p> <p>Evaluate the product on design, appearance and use</p> <p>Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting</p> <p>Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product</p>
<p>Design Criteria – Lesson 2</p> <p>Understanding their intended users and their own product</p>	<p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for</p>	<p>Use own experiences and existing products to develop ideas</p> <p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their</p>	<p>Brain Builders: Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to</p>	<p>Brain Builders: Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product</p> <p>Identify design features that will appeal to intended users</p>	<p>Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product</p> <p>Identify design features that will appeal to</p>	<p>Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product</p> <p>Identify design features that will appeal to</p>

		product will be used for and how it will work Explain why their product is suitable for the intended user	intended users Explain how parts of their product works Generate realistic ideas that meet needs of user	Explain how parts of their product works Develop their own design criteria and use for planning ideas Generate realistic ideas that meet needs of user and take into account availability of resources	intended users Explain how parts of their product will work Develop their own design criteria and use for planning ideas Generate innovative ideas that meet needs of user and take into account availability of resources	intended users Explain how parts of their product will work Create a design description for their product Highlight the impact of time, resources and cost within their design ideas Generate innovative ideas that meet needs of user
Planning – Lesson 3 Communicating ideas and creating prototypes for product	Discuss what their steps for making could be Represent ideas through talking and drawing	Discuss what their steps for making could be Represent ideas through talking, drawing and computing – (where appropriate) Choose materials to use based on suitability of their properties Create templates/pattern pieces and explore materials whilst developing ideas	Share and discuss ideas with others Order the main stages of making Choose materials to use based on suitability of their properties Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes	Share and discuss ideas with others Order the main stages of making Choose materials to use based on suitability of their properties Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes	Share and discuss ideas with others Record a step by step plan for making Produce lists for the tools, equipment and materials they will be using Choose materials to use based on suitability of their properties and aesthetic qualities Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes	Share and discuss ideas with others Record a step by step plan for making Produce lists for the tools, equipment and materials they will be using Choose materials to use based on suitability of their properties and aesthetic qualities Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes
	<i>Across KS1: Use materials -</i>	<i>Across KS1: Use materials -</i>	<i>Across KS2: Use materials -</i>	<i>Across KS2: Use materials -</i>	<i>Across KS2: Use materials -</i>	<i>Across KS2: Use materials -</i>

<p><u>Making – Lesson 4-5</u></p> <p>Selecting the tools and applying the practical skills and techniques</p>	<p><i>construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p>	<p><i>construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p> <p>Use finishing techniques, including skills learnt in Art</p>	<p><i>construction materials and kits, textiles, food, mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learnt in Art with some accuracy</p>	<p><i>construction materials and kits, textiles, food, mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learnt in Art with some accuracy</p>	<p><i>construction materials and kits, textiles, food, mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving skills when encountering a mistake or practical problem</p> <p>Use finishing techniques, including skills learnt in Art accurately</p>	<p><i>construction materials and kits, textiles, food, mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving skills when encountering a mistake or practical problem</p> <p>Use finishing techniques that involve a number of steps, including skills learnt in Art accurately</p>
<p><u>Evaluation – Lesson 6</u></p> <p>Referring to planning and initial ideas in evaluating their product</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p> <p>Suggest how their product could be improved</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – looking at quality of end product and design and whether it is fit for its intended purpose</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>

<p>Teaching cooking and nutrition</p> <p>Understanding food and food preparation</p>	<p>Across KS1:</p> <p>Understand that food comes from plants or animals</p> <p>Understand that food has to be farmed, caught, or grown</p>		<p>Lower KS2:</p> <p>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</p> <p>Understand that recipes can be changed by adding or taking away ingredients</p> <p>Understand that the seasons can affect food produce</p>		<p>Upper KS2:</p> <p>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</p> <p>Understand that the seasons can affect food produce</p> <p>Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken)</p> <p>Understand that recipes can be adapted to change the appearance, taste and aroma of a dish</p>	
<p>Teaching cooking and nutrition</p> <p>Food preparation, cooking and nutrition</p>	<p>Across KS1:</p> <p>Sort foods into the 5 groups using The Eatwell Plate</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely without a heat source</p> <p>Use cooking techniques such as: cutting, peeling and grating</p>		<p>Lower KS2:</p> <p>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</p> <p>Identify that food and drink are needed to provide energy for a healthy and active lifestyle</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes</p>		<p>Upper KS2:</p> <p>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</p> <p>Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p>	

			<p>hygienically and safely, where needed with a heat source</p> <p>Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking</p>		<p>Prepare simple dishes hygienically and safely, where needed with a heat source</p> <p>Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking</p>	
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