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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design		**Pupils should be taught to:** • use their knowledge of existing products and their own experience to help generate their ideas; • design products that have a purpose and are aimed at an intended user; • Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.	**Pupils should be taught to:** • Explain how their products will look and work through talking and simple annotated drawings; • design models using simple computing software; • plan and test ideas using templates and mock-ups; • understand and follow simple design criteria	**Pupils should be taught to:** • identify the design features of their products that will appeal to intended customers; • use their knowledge of a broad range of existing products to help generate their ideas; • design innovative and appealing products that have a clear purpose and are aimed at a specific user; • explain how particular parts of their products work; • use annotated sketches and cross-sectional drawings to develop and communicate their ideas; • develop and follow simple design criteria; • work in a broader range of relevant	**Pupils should be taught to:** • design innovative and appealing products that have a clear purpose and are aimed at a specific user; • when designing, explore different initial ideas before coming up with a final design; • when planning, start to explain their choice of materials and components including function and aesthetics; • test ideas out through using prototypes • work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment	**Pupils should be taught to:** • Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; • Explain how particular parts of their products work • generate a range of design ideas and clearly communicate final designs.	**Pupils should be taught to:** • use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; • use their knowledge of a broad range of existing products to help generate their ideas; • design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; • use annotated sketches, cross-sectional drawings and exploded diagrams • consider the availability and costings of

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							resources when planning out designs
Make		**Pupils should be taught to:** • with support, follow a simple plan or recipe; • begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer • explore and evaluate existing products mainly through discussions use a range of materials and components, including textiles and food ingredients; • cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;	**Pupils should be taught to**: • select from a range of materials, textiles and components according to their characteristics • with help, measure and mark out; • cut, shape and score materials with some accuracy; • assemble, join and combine materials, components or ingredients; • demonstrate how to cut, shape and join fabric to make a simple product; • manipulate fabrics in simple ways to	**Pupils should be taught to**: • place the main stages of making in a systematic order; • Practical skills and techniques • learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; • use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;	**Pupils should be taught to**: • with growing confidence, carefully select from a range of tools and equipment, explaining their choices; • select from a range of materials and components according to their functional properties and aesthetic qualities; • use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical	**Pupils should be taught to**: • with growing confidence, select from a wide range of tools and equipment, explaining their choices; • learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; • use a full range of materials and components, including construction materials and kits, textiles, and mechanical components	**Pupils should be taught to**: • independently plan by suggesting what to do next • select from a range of materials and components according to their functional properties and aesthetic qualities; • create step-by-step plans as a guide to making • independently take exact measurements and mark out, to within 1 millimetre; • use a full range of materials and components, including

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			create the desired effect; • use a basic running stich • begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations	• with growing independence, measure and mark out to the nearest cm and millimetre; • cut, shape and score materials with some degree of accuracy; • assemble, join and combine material and components with some degree of accuracy;	components • demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; • join textiles with an appropriate sewing technique; • begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics	• assemble, join and combine materials and components with accuracy	construction materials and kits, textiles, and mechanical components; • cut a range of materials with precision and accuracy; • shape and score materials with precision and accuracy • demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; • join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; • refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.

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Evaluate		**Pupils should be taught to:** • explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations • talk about their design ideas and what they are making	**Pupils should be taught to:** • explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations • explain positives and things to improve for existing products; • explore what materials products are made from • as they work, start to identify strengths and possible changes they might make to refine their existing design; • evaluate their products and ideas against their simple design criteria; • start to understand that the iterative process sometimes involves repeating different stages of the process	**Pupils should be taught to:** • consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; • evaluate their product against their original design criteria; • evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	**Pupils should be taught to:** • explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; • explore what materials/ingredients products are made from and suggest reasons for this;	**Pupils should be taught to:** • complete detailed competitor analysis of other products on the market • evaluate their ideas and products against the original design criteria	**Pupils should be taught to:** • critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; • evaluate their ideas and products against the original design criteria, making changes as needed.

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Technical knowledge		**Pupils should be taught to:** • build simple structures, exploring how they can be made stronger, stiffer and more stable; • talk about and start to understand the simple working characteristics of materials and components; • explore and create products using mechanisms, such as levers, sliders and wheels.		**Pupils should be taught to:** • understand that materials have both functional properties and aesthetic qualities; • apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; • understand and demonstrate how mechanical and electrical systems have an input and output process; • explain how mechanical systems such as levers and linkages create movement;	**Pupils should be taught to:** • understand and demonstrate how mechanical and electrical systems have an input and output process; • make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; • use mechanical systems in their products	**Pupils should be taught to:** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; • understand and demonstrate that mechanical and electrical systems have an input, process and output • apply their understanding of computing to program, monitor and control a product	**Pupils should be taught to:** • explain how mechanical systems, such as cams, create movement and use mechanical systems in their products

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition		**Pupils should be taught to:** • explain where in the world different foods originate from • name and sort foods into the five groups in the Eatwell Guide • use what they know about the Eatwell Guide to design and prepare dishes	**Pupils should be taught to:** • understand that all food comes from plants or animals; • understand that food has to be farmed, grown elsewhere (e.g. home) or caught • understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why	**Pupils should be taught to:** • understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; • use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; • prepare ingredients using appropriate cooking utensils; • measure and weigh ingredients to the nearest gram and millilitre; • start to independently follow a recipe;	**Pupils should be taught to:** • start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world • with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven • use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; • explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; • understand that to be active and healthy, nutritious food and drink are	**Pupils should be taught to:** • know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; • understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; • understand that food is processed into ingredients that can be eaten or used in cooking • explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes • alter methods, cooking times	**Pupils should be taught to**: • demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; • demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; • adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma • measure accurately and calculate ratios of ingredients to scale up or down from a recipe; • independently follow a recipe

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					• needed to provide energy for the body • start to understand seasonality	• and/or temperatures •	