



Year 1 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Design appealing products for <i>themselves</i> based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through own experiences.</li> <li>• Develop and communicate ideas through talk making a simple plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card.</li> <li>• Select from a range of ingredients and materials according to their characteristics to create a chosen product.</li> <li>• Make a product that moves</li> <li>• Make a model stronger</li> </ul>	<ul style="list-style-type: none"> <li>• Taste, explore and evaluate a range of products to determine the intended user's preferences for the product.</li> <li>• Evaluate their ideas throughout and finished products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore and use mechanisms like sliders, levers, wheels and axels.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> <li>• Describe how something works</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> <li>• Cut food safely (softer foods)</li> </ul>
Year 1 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Design appealing products for <i>other users</i> based on simple design criteria.</li> <li>• Develop and communicate ideas through drawings and mock ups where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their ideas throughout and finished products including intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use mechanisms (sliders, levers, wheels and axels)</li> <li>• Describe how something works using technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>• Begin to handle a knife to cut harder foods safely</li> </ul>



Year 2 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make</li> <li>• After independently thinking of an idea, plan what to do next.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</li> <li>• Select new and old materials, components, reclaimed materials and construction kits to build and create their products.</li> <li>• Measure materials to use in a model or structure.</li> <li>• Join materials and components in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of existing products related to their design criteria.</li> <li>• Evaluate their product and explain what went well with their work</li> <li>• Explain why specific textiles were chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use sliders, leavers, wheels, axles and axle holders.</li> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> <li>• Describe the ingredients being used</li> </ul>
Year 2 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple finishing techniques suitable for the products they are creating including different finishing techniques for textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate product in more detail by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Use mechanisms (sliders, leavers, wheels and axels) in their own products</li> <li>• Make moving structures</li> <li>• Be able to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Build wooden structures</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to chop most foods confidently with a knife</li> </ul>



Year 3 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>• Prove that their plan meets a specific criteria</li> <li>• Design a product and make sure it looks attractive</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a step by step plan, choosing the right equipment and material.</li> <li>• Choose the most appropriate tools and techniques for a given task</li> <li>• Select from and use finishing techniques suitable for the product they are creating.</li> <li>• Choose a textile for both its suitability and appearance.</li> <li>• Make a product with both electrical and mechanical components.</li> <li>• Work accurately to measure, make cuts and make holes</li> </ul>	<ul style="list-style-type: none"> <li>• Test their product against the original design criteria and with the intended user.</li> <li>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use lever and linkage mechanisms.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Describe how food ingredients come together.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>
Year 3 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• Begin to use electrical systems and computing programmes in their products and to control the products.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use knowledge of how to construct strong, stiff shell structures and begin to use knowledge of 3D shapes.</li> <li>• Distinguish between fixed and loose pivots.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> </ul>



Year 4 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Generate ideas through discussion with others to develop design criteria to inform the design of products</li> <li>• Produce a plan and explain it.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a product in an interesting way</li> <li>• Demonstrate ability to preserve and adapt work when original ideas do not work</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate their own products against design criteria, intended user, purpose and appearance.</li> <li>• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> <li>• Explain how the original design was improved</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Know how to be both hygienic and safe when using food.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>
Year 4 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> <li>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to securely join two pieces of fabric together.</li> <li>• Understand and use electrical systems in their products linked to science coverage.</li> <li>• Apply their understanding of computing to program and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> </ul>



Year 5 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Generate innovative ideas by collecting information from different sources (e.g. surveys, interviews and questionnaires and discussion with peers)</li> <li>• Produce a detailed, step by step plan</li> <li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose and explain how the product will appeal to the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics relevant to their tasks</li> <li>• Select from and use competently, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.</li> <li>• Make a prototype before making a final version</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the final products appearance and function to the original design criteria and record the evaluations.</li> <li>• Consider the views of others to improve their work</li> <li>• Suggest alternative plans, outlining the positive features and draw backs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mechanical and electrical systems have an input, process and an output.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to be both hygienic and safe in the kitchen.</li> <li>• Know how to use utensils and equipment including some heat sources to prepare and cook food, with supervision.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>
Year 5 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse products linked to their final product.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>• Begin to understand how to strengthen 3-D frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> </ul>



Year 6 expected				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Use market research using surveys, interviews, questionnaires and web-based resources to inform plans and ideas and create a design specification.</li> <li>• Generate and develop innovative ideas and share and clarify these through discussion.</li> <li>• Follow and refine their plans</li> <li>• Justify their plans in a convincing way</li> <li>• Demonstrate that they consider culture and society in plans and designs</li> <li>• Work within a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</li> <li>• Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products.</li> <li>• Use finishing and decorative techniques suitable for the product they are designing and making.</li> </ul>	<ul style="list-style-type: none"> <li>• Continually evaluate and modify the working features of the product to match the initial design specification.</li> <li>• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how products should be stored and give reasons</li> <li>• Understand and use electrical systems in their products linked to science coverage.</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>
Year 6 challenging				
Design	Make	Evaluate	Technical Knowledge	Food technology
<ul style="list-style-type: none"> <li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>• Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>• Understand and use a range of gears and pulleys and demonstrate how they can be used to speed up, slow down or change the direction of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Test the system to demonstrate its effectiveness for the intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create a simple meal</li> <li>• Follow simple instructions for a recipe independently</li> </ul>