



	Fs2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Design at KS1</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Design at KS2</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 		<p>Can I think of some ideas of my own?</p> <p>Can I explain what I want to do in words and simple pictures?</p> <p><u>Construction</u> Can I talk with others about how I want to construct my model?</p>	<p>Can I think of design ideas for myself?</p> <p>Can I choose the best tools, materials and components?</p> <p>Can I explain why these are the best materials/ components to use?</p> <p>Can I describe my design by using pictures, diagrams, models and words?</p> <p>Can I make sensible choices about which materials to use for my construction?</p> <p>Can I develop my own ideas from an initial starting point?</p>	<p>Can I investigate and evaluate existing products to support my own designing?</p> <p>Can I design a product to meet a range of given requirements?</p> <p>Can I describe my design using an accurately labelled sketch and words?</p> <p>Can I put together a step-by-step plan which shows the order of working and choose what equipment and tools I need?</p> <p>BV – expressing preferences and comparing ideas. Respect for different viewpoints. CC – evaluating plans – willing to make improvements</p>	<p>Can I investigate, disassemble and evaluate existing products to support my own designing?</p> <p>Can I consider the ideas of others when designing and create a design to meet specific requirements (design brief)?</p> <p>Can I come up with at least one idea about how to create my product?</p> <p>Can I produce a plan and explain it to others?</p>	<p>Can I investigate, disassemble and evaluate existing products to support my product designs?</p> <p>Can I carry out research to support the development of my design ideas?</p> <p>Can I consider the needs or opinions of others in designing a new product?</p> <p>Can I generate a list of criteria to consider in my design?</p> <p>Can I suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can I use labelled drawings/ exploded diagrams to explain my final design idea?</p> <p>Can I produce a detailed step-by-step plan?</p> <p>Can I explain how I will make sure my final product is good quality?</p> <p>CC - Making amendments to original designs/ resilience to persevere with a problem/ choosing the best idea to fit the needs of the user</p>	<p>Can I carry out research and investigate existing products to inform my design criteria?</p> <p>Can I consider the needs or opinions of others in designing a new product?</p> <p>Can I generate a list of criteria to consider in my design?</p> <p>Can I suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p>Can I use labelled drawings/ exploded diagrams to explain my final design idea?</p> <p>Can I produce a detailed step-by-step plan (or recipe)?</p> <p>Can I explain how I will make sure my final product is good quality?</p> <p>CC - Making amendments to original designs/ resilience to persevere with a problem/ choosing the best idea to fit the needs of the user</p>
<p>Make at KS1</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and 		<p>Can I select the appropriate resources and tools for my building projects?</p> <p>Can I make a simple plan before making objects, e.g. drawings, arranging pieces of</p>	<p>Can I incorporate some type of movement into a model?</p> <p>Can I make a product which moves using wheels and axels?</p> <p>Can I join materials and components together in different ways e.g. temporary – paper clips</p>	<p>Can I make a product with a stable, free-standing structure?</p> <p>Can select certain materials for their structural properties?</p> <p>Can I use a variety of joining techniques?</p>	<p>Electrical systems: Can I make a product which uses electrical components? Can I use electrical systems including circuits containing switches, bulbs, buzzers and motors? Can I add components to my circuits to improve my products?</p>	<p>Structures: Can I make a product with a stable, free-standing structure? Can I reinforce, stiffen and strengthen my product? Can I use accurate and precise measurements? Can select certain materials for their structural properties?</p>	<p>Mechanical and Electrical systems: Can I select the right mechanism for a given purpose including pulleys, cams, and pneumatics?</p> <p>Can I make a product including a mechanism?</p>



<p>components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Make at KS2</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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 		<p>construction before building?</p> <p>Can I make my model stronger if it needs to be?</p> <p>Can I make a product which moves using levers/ sliders?</p> <p>Can I say why I have used moving parts?</p> <p>Textiles: Can I cut materials using scissors?</p> <p>Can I describe the materials using different words?</p>	<p>tape and permanent – glue, staples?</p> <p>Can I consider how to make my product look appealing? Can I use joining, folding or rolling to make a model stronger? (Science Link)</p> <p>Textiles: Can I measure textiles to a given shape or size? Can I cut textiles to a given shape or size? Can I join textiles together using simple stitching? Can I sew on a button?</p>	<p>Can I reinforce, stiffen and strengthen my product?</p> <p>Can I make products which use mechanical components including levers and linkages?</p> <p>Can I select appropriate tools and materials for the task?</p> <p>Can I join materials choosing suitable methods?</p>	<p>Mechanisms: Can I make products which use mechanical components including cams? Can I measure, cut and assemble accurately? Can I use strong joints to support the mechanism? Can I reinforce, stiffen and strengthen my product?</p> <p>Textiles: Can I make a mock-up from paper to test out my design? Can I choose textiles according to their functions and properties? Can I use pattern pieces to plan the construction of my finished product? Can I select appropriate tools and equipment to produce a finished product? Can I use a range of stitching techniques to join textiles effectively? Can I show a good level of expertise when using a range of tools and equipment?</p>	<p>Can I use a variety of joining techniques?</p> <p>Mechanisms: Can I make products which use mechanical components including pneumatics or hydraulics?</p> <p>Can I measure, cut and assemble accurately?</p> <p>Can I use strong joints to support the mechanism?</p> <p>Can I reinforce, stiffen and strengthen my product?</p> <p>Can I adapt/evaluate my plan to ensure a better finished product?</p> <p>CC – compare challenges faced by people around the world – eg Tomato growers in Nepal – Squashed Tomato Challenge.</p>	<p>Can I think of ways in which adding a circuit would improve my product?</p> <p>Can I apply my understanding of computing to program, monitor and control my products? Can I measure, cut and assemble accurately?</p> <p>Can I use strong joints to support the mechanism?</p> <p>Can I reinforce, stiffen and strengthen my product?</p> <p>Can I adapt/evaluate my plan to ensure a better finished product?</p>
<p>Evaluate at KS1</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Evaluate at KS2</p> <ul style="list-style-type: none"> the same as KS1 and understand how key events and individuals in design and technology have helped shape the world key individual 		<p>Can I describe how something works?</p> <p>Can I talk about my own work and things that other people have done?</p>	<p>Can I evaluate and explain what went well in my work? Can I explain what I would want to improve if I did it again? Can I consider how to improve my construction? Car designers – Sir Alec Issigonis (Mini) Henry Ford (Model T Ford)</p>	<p>Can I evaluate my design and explain changes which made my design even better?</p>	<p>Can I begin to explain how I can improve my original design? Can I adapt/evaluate my plan to ensure a better finished product? Thomas Edison – light bulb/ phonograph/ motion picture camera – electrical systems Charles Babbage (Link with maths)</p>	<p>Can I evaluate the appearance and function of my finished product against the original criteria? Can I amend my design if something needs to be improved? Can I consider how to cover or decorate joints to improve the look of my product? Leonardo Da Vinci</p>	<p>Can I evaluate the appearance and function of my finished product against the original criteria? James Dyson – bagless vacuum cleaner and hand drier</p>



<p><u>Cooking and nutrition at KS1</u></p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p><u>Cooking and nutrition at KS2</u></p> <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • 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. 		<p>Do I have a basic understanding of where food comes from?</p> <p>Do I have a basic understanding of the need to eat a variety of foods to stay healthy?</p> <p>Do I wash my hands and make sure that surfaces are clean?</p> <p>Can I cut food safely?</p> <p>Can I think of interesting ways of decorating food I have made?</p> <p>CC – look at food from other places in the world - Link to celebrations and festivals? Eg pancake day</p>	<p>Can I describe which basic food groups the ingredients I am using come from?</p> <p>Can I explain what it means to be hygienic?</p> <p>Am I hygienic in the kitchen?</p> <p>Can I combine ingredients to make a dish?</p> <p>Can I describe the texture of foods before and after cooking?</p> <p>BV – expressing preferences and comparing ideas. Respect for different viewpoints.</p>	<p>Can I consider that everyone should eat at least five portions of fruit and vegetables every day when designing a dish?</p> <p>Can I choose the right ingredients for a specific recipe?</p> <p>Can I combine ingredients to create a dish?</p> <p>Can I use hygienic practices?</p> <p>CC – Importance of a healthy lifestyle</p> <p>BV - Looking at a range of recipes from around the world and comparing similarities and differences</p>			<p>Can I apply the principles of healthy eating when designing a (predominantly savoury) dish?</p> <p>Can I choose the right ingredients for a specific recipe?</p> <p>Can I consider how to modify a recipe to change the flavour and/or the appearance of the dish?</p> <p>Can I use hygienic practices?</p> <p>Can I use tools and equipment safely and hygienically?</p> <p>Can I explain the need for correct storage?</p>
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