

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Design	Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to engage in an alternative process of designing and making.		Pupils should be taught to: 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			
	Design purposeful, functional, appealing products for themselves and others based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups, and, where appropriate, information and communication technology.		Gather information about the needs and wants of particular individuals and groups	Develop their own design criteria and use these to inform their ideas. Research designs	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 Recognise when their products have to fulfil conflicting requirements	
Make	Select from and use a range of tools and equipment to perform practical tasks (Cutting, shaping joining and finishing)	Select from and use a range of tools and equipment to perform practical tasks (Cutting, shaping, joining, shaping and finishing)	Pupils should be taught to: select from and use a wider range of tools and equipment to perform practical tasks [e.g. 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			
	Making decisions about the characteristics and materials they have used.		Pupils in year 3 will be more confident with thinking and creating the shapes they	Pupils in year 4 will be more confident with assembling and joining techniques.	Measure and assemble with a high level of accuracy Thinking carefully about the aesthetic of the final product	

			<p>need. Measure, mark out, cut and shape materials and components with some accuracy</p>	<p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p> <p>Begin to use measuring tools.</p>	
Evaluate	Introducing how to evaluate their own ideas and existing products	<p>Confidently evaluate existing products</p> <p>Confidently evaluate how well their products meet a design criteria</p> <p>Evaluate a peer's design</p>	<p>Pupils should be taught to:</p> <p>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</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>		
			<p>Evaluate their products against their design criteria</p> <p>Take on suggestions from others</p>	<p>Thoughtfully evaluate their products against their design criteria</p>	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Compare their ideas and products to their original design specification</p>
			<p>Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work</p>		

<p>Technical knowledge</p>	<p>Build structures exploring how they can be made stronger and more stable</p> <p>Explore and use mechanisms(for example, wheels and axles)</p>	<p>Build structures exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles)</p>	<p>Pupils should be taught to: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> • In year 3/4 pupils should have experience of both electrical and mechanical technologies • In year 5/6 pupils should build on their experience of both electrical and mechanical technologies
<p>Cooking & nutrition</p>	<p>See separate Cooking Skills Progression Map</p>		