





Design and Technology - Skills to be met

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Background Research - Lesson 1 Exploring context and existing products	Year 1 Understand what a product is and who it is for. Understand how a product works and how it is used. Identify where you might find this product.	Year 2 Understand what a product is and who it is for. Understand how a product works and how it is used. Identify where you might find this product. Identify the materials used to make the product. Express an opinion about the product	Year 3 Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from. Evaluate the product on design and use Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product	Year 4 Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from. Evaluate the product on design and use Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product	Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. Identify the cost to make the product. Brain Builders: Research facts about famous inventors/	Identify who made the product, when it was made and what its purpose is. Identify what the product has been made from and how environmentally friendly the materials are. Evaluate the product on design, appearance and use. Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the
					chefs / designers etc linked to product	time, trend setting. Brain Builders: Research facts about famous inventors/
						chefs / designers etc linked to product

Design Criteria -	Explain what product	Use own experiences	Brain Builders:	Brain Builders:	Brain Builders:	Brain Builders:
Lesson 2	they will be designing	and existing	Understand and	Understand and	Understand and	Understand and
Lesson L	and making.	products to develop	gather information	gather information	gather information	gather information
t to decret or disco		ideas.	about what a	about what a	about what a	about what a
<u>Understanding</u>	Explain who their		particular group or	particular group or	particular group or	particular group or
their intended	product will be used	Explain what product	people want from a	people want from a	people want from a	people want from a
users and their	by.	they will be designing	product.	product.	product, using	product, using
<u>own product</u>		and making.	•		questionnaires,	questionnaires,
	Describe what their	_	Describe the purpose	Describe the purpose	surveys etc.	surveys etc.
	product will be used	Explain who their	of their product and	of their product.		
	for.	product will be used	how it will work		Describe the purpose	Describe the purpose
		by.	Identify design	Identify design	of their product.	of their product.
			features that will	features that will		
		Describe what their	appeal to intended	appeal to intended	Identify design	Identify design
		product will be used	users.	users.	features that will	features that will
		for and how it will			appeal to intended	appeal to intended
		work.	Explain how parts of	Explain how parts of	users.	users.
			their product works.	their product works.		
		Explain why their			Explain how parts of	Explain how parts of
		product is suitable	Generate realistic	Develop their own	their product will	their product will
		for the intended	ideas that meet	design criteria and	work.	work.
		User.	needs of user.	use for planning	Name to a in a com	Connete a design
				ideas.	Develop their own design criteria and	Create a design description for their
				Generate realistic	use for planning	product.
				ideas that meet	ideas.	product.
				needs of user	ideas.	Highlight the impact
				and take into account	Generate innovative	of time, resources
				availability of	ideas that meet	and cost within their
				resources.	needs of user	design ideas.
					and take into account	
					availability of	Generate innovative
					resources.	ideas that meet
						needs of user.

	Planning -	Discuss what their	Discuss what their	Share and discuss	Share and discuss	Share and discuss	Share and discuss
	•	steps for making	steps for making	ideas with others.	ideas with others.	ideas with others.	ideas with others.
	Lesson 3	could be.	could be.	ideas with others.	ideas with others.	ideas with others.	ideas with others.
		55414 55.	Coura Do.	Order the main	Order the main	Record a step by	Record a step by
	Communicating	Represent ideas	Represent ideas	stages of making.	stages of making.	step plan for making	step plan for making
	ideas and creating	through talking and	through talking,			Produce lists for the	Produce lists for the
	prototypes for	drawing.	drawing and	Choose materials to	Choose materials to	tools, equipment and	tools, equipment and
	<u>product</u>	_	computing - (where	use based on	use based on	materials they will be	materials they will be
			appropriate).	suitability of	suitability of	using.	using.
				their properties.	their properties.		
			Choose materials to			Choose materials to	Choose materials to
			use based on	Represent ideas in	Represent ideas in	use based on	use based on
			suitability of	diagrams, annotated	diagrams, annotated	suitability of	suitability of
			their properties.	sketches and	sketches and	their properties and aesthetic qualities.	their properties and aesthetic qualities.
			Create	computer based programmes	computer based programmes	destrietic qualities.	destrienc quanties.
			templates/pattern	(where appropriate).	(where appropriate).	Represent ideas in	Represent ideas in
			pieces and explore	(where appropriate).	(where appropriate).	diagrams, annotated	diagrams, annotated
			materials whilst	Create pattern	Create pattern	sketches and	sketches and
			developing ideas.	pieces and	pieces and	computer based	computer based
				prototypes.	prototypes.	programmes	programmes
						(where appropriate).	(where appropriate).
						Create pattern	Create pattern
						pieces and	pieces and
						Prototypes.	Prototypes
L			l .	l .			

Making - Lesson 4-5 Across KS1: Use materials - construction materials and kits, textiles, food and mechanical amplying the practical skills and techniques Follow safety and food hygiene procedures. Measure, mark, cut Measure, mark, cut Across KS1: Use materials Across KS2: Use materials - Construction materials and kits, textiles, food and mechanical and and mechanical and and mechanical and and mechanical and electrical components Across KS2: Use materials - construction materials and kits, textiles, food and mechanical and electrical components Choose suitable tools for making whilst explaining why they should be used. Sh	erials food, d nents tools t
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Join, assemble and and components.	
combine materials Measure, mark, cut	cut
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problem. problem.	
Use finishing Use finishing	
techniques, including techniques that	
skills learnt in Art involve a number	of
accurately. steps, including	
learnt in Art	
accurately.	

	Evaluation -	Talk about their	Talk about their	Use design criteria	Use design criteria	Use design criteria	Use design criteria
	Lesson 6	design ideas and	design ideas and	to evaluate product -	to evaluate product -	to evaluate product -	to evaluate product -
	Lesson o	what they have	what they have	identifying both	identifying both	identifying both	looking at quality of
		made.	made.	strengths and areas	strengths and areas	strengths and areas	end product and
	Referring to			for development.	for development.	for development.	design and whether
	anning and initial	Make simple	Make simple	, or doveropment.	, or development.	, or doveropment.	it is fit for its
id	eas in evaluating	judgements of how	judgements of how	Consider the views of	Consider the views of	Consider the views of	intended purpose.
	their product	the product met	the product met	others, including	others, including	others, including	
		their design ideas.	their design ideas.	intended user, whilst	intended user, whilst	intended user, whilst	Consider the views of
		,		evaluating product.	evaluating product.	evaluating product.	others, including
			Suggest how their	31	31	3.	intended user, whilst
			product could be				evaluating product.
			improved.				
Т	eaching cooking	Begin to understand	Understand that all	Understand which	Understand which	Understand that	Know that food is
	and nutrition-	that all food comes	food comes from	foods are reared,	foods are reared,	food is grown (such	grown (such as
		from plants or	plants or animals.	caught, or grown and	caught, or grown and	as tomatoes, wheat	tomatoes, wheat and
	Understanding	animals.	Know that food has	that this happens in	that this happens in	and potatoes),	potatoes), reared
	food and food	Explore the	to be farmed, grown	the UK and across	the UK and across	reared (such as pigs,	(such as pigs,
		understanding that	elsewhere (e.g. home)	the globe.	the globe.	chickens and cattle)	chickens and cattle)
	<u>preparation</u>	food has to be	or caught.			and caught (such as	and caught (such as
		farmed, grown		Begin to understand	Understand that	fish) in the UK,	fish) in the UK,
		elsewhere (e.g. home)		that recipes can be	recipes can be	Europe and the wider	Europe and the wider
		or caught.		changed by adding or	changed by adding or	world.	world.
				taking away	taking away		
				ingredients.	ingredients.	Begin to understand	Understand that
				1.10.40.004.00.41.46.04.46.0	Understand that the	that seasons may	seasons may affect
				Understand that the seasons can affect	seasons can affect	affect the food available.	the food available.
				food produce	food produce	avanable.	Understand how food
				1000 produce	1000 produce	Understand how food	is processed into
						is processed into	ingredients that can
						ingredients that can	be eaten or used in
						be eaten or used in	cooking.
						cooking.	oooming.
							Understand that
						Begin to understand	recipes can be
						that recipes can be	adapted to change
						adapted to change	the appearance,
						the appearance,	taste and aroma of a
						taste and aroma of a	dish.
						dish.	

Teaching cooking	Start to understand	Understand how to	Begin to understand	Know how to use a	Know how to prepare	Know how to prepare	Ī
and nutrition-	how to name and sort	name and sort foods	how to use a range of	range of techniques	and cook a variety of	and cook a variety of	
	foods into the five	into the five groups	techniques such as	such as peeling,	predominantly	predominantly	
	groups in 'The Eat	in 'The Eat well	peeling, chopping,	chopping, slicing,	savoury dishes safely	savoury dishes safely	
Food preparation,	well plate'.	plate'.	slicing, grating,	grating, mixing,	and hygienically	and hygienically	
cooking and	wen plate.	piare.	mixing, spreading,	spreading, kneading	including, where	including, where	
<u>nutrition</u>	Begin to understand	Know that everyone	kneading and baking.	and baking.	appropriate, the use	appropriate, the use	
		,	knedding and baking.	and baking.	'' '		
	that everyone should	should eat at least			of a heat source.	of a heat source.	
	eat at least five	five portions of fruit	Start to understand	Know that a healthy			
	portions of fruit and	and vegetables every	that a healthy diet is	diet is made up from	Know how to use	Confidently use a	
	vegetables every day.	day.	made up from a	a variety and balance	most techniques such	range of techniques	
			variety and balance	of different food	as peeling, chopping,	such as peeling,	
	Know how to prepare	Demonstrate how to	of different food	and drink, as	slicing, grating,	chopping, slicing,	
	simple dishes safely	prepare simple	and drink, as	depicted in 'The Eat	mixing,	grating, mixing,	
	and hygienically,	dishes safely and	depicted in 'The Eat	well plate'.	spreading, kneading	spreading, kneading	
	without using a heat	hygienically, without	well plate'.	wen plate.	and baking.	and baking.	
	_	, , ,	well plate.	Know that to be	and baking.	and baking.	
	source.	using a heat source.				1, 1,55	
			Begin to know that to	active and healthy,	Begin to understand	Know different food	
	Know how to use	Demonstrate how to	be active and	food and drink are	that different food	and drink contain	
	techniques such as	use techniques such	healthy, food and	needed to provide	and drink contain	different substances	
	cutting, peeling and	as cutting, peeling	drink are needed to	energy for the body.	different substances	– nutrients, water	
	grating.	and grating.	provide energy for		- nutrients, water	and fibre - that	
	- •		the body.		and fibre - that	are needed for	
			,		are needed for	health.	
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health.