

,	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
K	S1 National Curricu	ılum	KS2 National Curriculum	KS2 National Curriculum				
a	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 select from and use a range of tools and equipment to perform practical		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					
				es, pattern pieces and compute	_	ones, orese sectional and		
to ai			select from and use a wider ro joining and finishing], accurat	ange of tools and equipment to tely	perform practical tasks [for ex	cample, cutting, shaping,		
se			•	ange of materials and compone r functional properties and aes	•	terials, textiles and		
	asks [for example, on the control of		investigate and analyse a ran					
	elect from and use		evaluate their ideas and prod work	ucts against their own design c	riteria and consider the views	of others to improve their		
co	naterials and componitions construction materion paredients, according	als, textiles and	understand how key events a	nd individuals in design and ted	chnology have helped shape th	e world		
	ingredients, according to their characteristics explore and evaluate a range of existing products			how to strengthen, stiffen and cal systems in their products [fo				
			understand and use electrical buzzers and motors]	systems in their products [for e	example, series circuits incorpo	rating switches, bulbs,		

evaluate their ideas and products against design criteria

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from

 $apply\ their\ understanding\ of\ computing\ to\ program,\ monitor\ and\ control\ their\ products.$

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can: Planning with support, follow a simple plan or recipe	Children can: Planning with support, follow a simple plan or recipe	Children can: Plan with growing confidence, carefully select from a range of tools and equipment,	Children can: Plan with growing confidence, carefully select from a range of tools and equipment,	Children can: Planning independently plan by suggesting what to do next;	Children can: Planning independently plan by suggesting what to do next; with growing confidence, select from a

N	1		explaining their	explaining their		wide range of tools and equipment,
	begin to select	begin to select	choices	choices;	with growing	explaining their choices;
l A	_	from a range of			confidence, select	
_	hand tools and	hand tools and	select from	select from	from a wide range	select from a range of materials
k	equipment, such	equipment, such	a range of	a range of	of tools and	and components according to
1	as scissors,	as scissors,	materials	materials	equipment,	their functional properties and
F	graters, zesters,	graters, zesters,	and	and	explaining their	aesthetic qualities;
1	safe knives, juicer;	safe knives, juicer;	components	components	choices;	
			according to	according to		create step-by-step plans as a guide to
	select from a	select from a	their	their	select from	making;
	range of	range of	functional properties	functional properties	a range of	
	materials, textiles and components	materials, textiles and components	and	and	materials	Practical skills and techniques
	according to their	according to their	aesthetic	aesthetic	and component	learn to use a range of tools and
	characteristics	characteristics	qualities;	qualities;	s according	equipment safely and appropriately
					to their	and learn to follow hygiene
	Practical skills and	Practical skills and	place the main stages	place the main stages	functional	procedures;
	techniques	techniques	of making in a	of making in a	properties	
	learn to use hand	learn to use hand	systematic order;	systematic order;	and	independently take exact measurements
	tools and kitchen	tools and kitchen			aesthetic	and mark out, to within 1 millimetre;
	equipment safely	equipment safely	Practical skills and	Practical skills and	qualities;	
	and appropriately	and appropriately	techniques	techniques		use a full range of materials and
	and learn to	and learn to	learn to use	learn to use	create step-by-step	components, including construction
	follow hygiene	follow hygiene	a range of	a range of	plans as a guide to	materials and kits, textiles, and
	procedures;	procedures;	tools and	tools and	making;	mechanical components;
			equipment	equipment		
	use a range	use a range	safely,	safely,	Practical skills and	cut a range of materials with precision and
	of materials	of materials	appropriately and	appropriately and	techniques	accuracy;
	and components	and components	accurately	accurately	learn to use a	
	, including	, including	and learn to	and learn to	range of tools and equipment	shape and score materials with precision
	textiles and	textiles and	follow	follow	safely and	and accuracy;
	food	food	hygiene	hygiene	appropriately	
	ingredients;	ingredients;	procedures;	procedures;	and learn to	assemble, join and combine materials
	ingredients;	ingredients;	procedures;	procedures;	and learn to	assemble, join and combine materials

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20.1.1	20.1.1	., .		follow hygiene procedures;	and components with accuracy;
with help, measure	with help, measure	use a wider range of	use a wider range of		
and mark out;	and mark out;	materials and	materials and		demonstrate how to measure, make a
cut, shape and score materials with some accuracy;	cut, shape and score materials with some accuracy;	components, including construction materials and kits, textiles and	components, including construction materials and kits, textiles and	independently take exact measurements and mark out, to within 1 millimetre;	seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;
		mechanical and	mechanical and	1 mmmetre,	join textiles using a greater variety of
assemble, join and combine materials,	assemble, join and combine materials,	electrical components;	electrical components;	use a full range of materials and	stitches, such as backstitch, whip stitch, blanket stitch;
components or ingredients;	components or ingredients;	with growing independence, measure and mark	with growing independence, measure and mark	components, including construction materials and	refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor
demonstrate	demonstrate	out to the nearest	out to the nearest	kits, textiles, and	cut after roughly cutting out a shape.
how to cut,	how to cut,	cm and millimetre;	cm and millimetre;	mechanical	
shape and join	shape and join	,		components;	
fabric to make a simple product;	fabric to make a simple product;	cut, shape and score materials	cut, shape and score materials	cut a range of	
manipulate	manipulate	with some	with some	precision and	
fabrics in simple	fabrics in simple	degree of	degree of	accuracy;	
ways to create the desired	ways to create the desired	accuracy;	accuracy;	,	
effect;	effect;	assemble, join and combine	assemble, join and combine	shape and score materials with precision and	
use a basic running	use a basic running	material and	material and	accuracy;	
stich;	stich;	components	components		
		with some	with some	assemble, join	
cut, peel and grate	cut, peel and grate	degree of accuracy;	degree of accuracy;	and combine materials and	
ingredients,	ingredients,				
including	including	demonstrate how	demonstrate how	components with accuracy;	

measuring and weighing ingredients using measuring cups;	measuring and weighing ingredients using measuring cups;	to measure, cut, shape and join fabric with some accuracy to make a simple product;	to measure, cut, shape and join fabric with some accuracy to make a simple product;	demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join	
begin to use simple finishing techniques to improve the appearance of	begin to use simple finishing techniques to improve the appearance of	join textiles with an appropriate sewing technique;	join textiles with an appropriate sewing technique;	fabric with precision to make a more complex product;	
their product, such as adding simple decorations.	their product, such as adding simple decorations.	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	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	join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;	
		digital graphics.	digital graphics.	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.	



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E V A L	Children can: explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain	Children can: explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain	Children can: explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;	Children can: explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;	Children can: complete detailed competitor analysis of other products on the market; critically evaluate	Children can: complete detailed competitor analysis of other products on the market; critically evaluate the quality of
U A	positives and things to improve for existing products;	positives and things to improve for existing products;	explore what materials/ingredients products are made from and suggest reasons for this;	explore what materials/ingredients products are made from and suggest reasons for this;	the quality of design, manufacture and fitness for purpose of products as they design and make;	design, manufacture and fitness for purpose of products as they design and make;
T E	explore what materials products are made from; talk about their design ideas and what they are making;	explore what materials products are made from; talk about their design ideas and what they are making;	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;	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 ideas and products against the original design criteria, making changes as needed.	evaluate their ideas and products against the original design criteria, making changes as needed.
	as they work, start to identify strengths and possible changes they might make to refine their existing design;	as they work, start to identify strengths and possible changes they might make to refine their existing design;	evaluate their product against their original design criteria;	evaluate their product against their original design criteria;		

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.	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.	evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.		
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T E C H N I C A L	Children can: 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.	Children can: 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.	Children can: 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 make and represent simple electrical circuits, such as a series and parallel, and components to create functional products	Children can: 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 make and represent simple electrical circuits, such as a series and parallel, and components to create functional products	Children can: 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 explain how mechanical systems, such as cams, create movement and use mechanical systems in their products apply their understanding of computing to program, monitor and control a product.	Children can: 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 explain how mechanical systems, such as cams, create movement and use mechanical systems in their products apply their understanding of computing to program,

	explain how mechanical systems such as levers and linkages create movement	explain how mechanical systems such as levers and linkages create movement	monitor and control a product.
	use mechanical systems in their products.	use mechanical systems in their products.	



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
C	Children can: explain where in the world different foods	Children can: explain where in the world	Children can: start to know when, where and how food is grown	Children can: start to know when, where and how food is grown	Children can: know, explain and give examples of food	Children can: know, explain and give examples of food
C	originate from	different foods originate from	(such as herbs, tomatoes and strawberries) in the	(such as herbs, tomatoes and strawberries) in the	that is grown (such as pears, wheat and	that is grown (such as pears, wheat and
C	understand that all food comes from	understand that all food comes	UK, Europe and the wider world	UK, Europe and the wider world	potatoes), reared (such as poultry and cattle) and caught	potatoes), reared (such as poultry and cattle) and caught
K	plants or animals understand that	from plants or animals	understand how to prepare and cook a	understand how to prepare and cook a	(such as fish) in the UK, Europe and the wider world	(such as fish) in the UK, Europe and the wider world
N	food has to be farmed, grown elsewhere (e.g.	understand that food has to be farmed, grown	variety of predominantly savoury dishes safely and hygienically	variety of predominantly savoury dishes safely and hygienically	understand about seasonality, how this may	understand about seasonality, how this may
G	home) or caught	elsewhere (e.g. home) or caught	with support, use a heat	with support, use a heat	affect the food availability and plan recipes according to seasonality	affect the food availability and plan recipes according to seasonality
&	five groups in the	name and sort foods into the five groups in	source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven	source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven	understand that food is processed into ingredients that can	understand that food is processed into ingredients that can
N	Eatwell Guide	the Eatwell Guide	use a range of techniques such as	use a range of techniques such as	be eaten or used in cooking	be eaten or used in cooking
T	understand that everyone should eat at least five portions	understand that everyone should eat at least five	mashing, whisking, crushing, grating, cutting, kneading and baking	mashing, whisking, crushing, grating, cutting, kneading and baking	demonstrate how to prepare and cook a variety of predominantly	demonstrate how to prepare and cook a variety of predominantly

R I T I O	of fruit and vegetables every day and start to explain why use what they know about the Eatwell Guide to design and prepare dishes.	portions of fruit and vegetables every day and start to explain why use what they know about the Eatwell Guide to design and prepare dishes.	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	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	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	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
N			understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body prepare ingredients using appropriate cooking utensils measure and weigh ingredients to the nearest gram and millilitre start to independently follow a recipe; start to understand seasonality.	understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body prepare ingredients using appropriate cooking utensils measure and weigh ingredients to the nearest gram and millilitre start to independently follow a recipe; start to understand seasonality.	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 adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures; measure accurately and	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 adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures; measure accurately and

		calculate ratios of ingredients to scale up or down from a recipe;	calculate ratios of ingredients to scale up or down from a recipe;
		independently follow a recipe.	independently follow a recipe.

Y1	Y2	Y3	Y4	Y5	Y6
Making string puppets	Structures making them stronger	Marble runs	Electrical circuits	Mechanical systems	Cooking
	(bridges)	Sewing	Cooking	Sewing	Fairground ride
Explore using sliders/levers (moving story book)	Explore using wheels and axels(??)	Seasonal salads	Bread making	Making cupcakes	Savoury dishes from around the world
Fruit salads- grating, peeling, chopping	Apple flapjack and apple sausage rolls Following a recipe				