

		<b>D &amp; T</b>			
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Design</b>	<p>Can tell someone about their design.</p> <p>Can create a drawing of their idea and templates for design.</p> <p>Can use IT to explore design ideas eg research on internet for design ideas/ use a basic paint program to draw design.</p>	<p>Can make a mock up of their design and discuss it.</p> <p>Can create a drawing of their idea and templates for their design.</p> <p>Can use IT to explore their design ideas eg research on internet for design ideas/ use a basic paint program to draw design.</p>	<p>Can generate and develop their ideas through discussion.</p> <p>Can design products that are functional and designed for purpose.</p> <p>Can create a cross sectional drawing of their design.</p> <p>Can use given shapes on computer program to create design eg use a computer aided design program to create a net for packaging .</p>	<p>Can design products that are innovative and appeal to individuals or groups.</p> <p>Can create a prototype of their design.</p> <p>Can create an exploded diagram of their design.</p> <p>Can use a computer design program to communicate ideas eg use a computer- aided design program to create designs with text and graphics.</p>	
<b>Make</b>	<p>Through exploring and assembly they can find ways to make structures more stable so they are freestanding.</p> <p>Can cut along straight lines, curved lines and shapes marked out by a template.</p> <p>Can use tape and glue to create temporary joins, fixed joins, moving joins.</p> <p>Use simple mechanisms in products eg hinges, levers, wheels</p> <p>Can roll, fold, tear and cut paper and card</p>	<p>Can join fabrics using staples and running stitch.</p> <p>Can decorate textiles using buttons, beads, sequins, braids and ribbons.</p> <p>Can colour fabrics using paints to print and paint.</p> <p>Can independently cut wood using a saw and sawhorse/ bench hook.</p>	<p>Can join fabrics using wider range of stitches eg back stitch, chain stitch.</p> <p>Can choose the most appropriate joining technique to add a decoration to a piece of fabric.</p> <p>Can use simple mechanical systems in products eg gears, levers and cams</p> <p>Can use a computer program to create a sequence to produce a repeating pattern eg light flashing on and off</p> <p>Can create a shell or frame structure, strengthening with diagonal struts.</p> <p>Can make cut slots.</p> <p>Can create simple joins with wood eg butt joint, dowel joint.</p> <p>Can use given sewing patterns or printing blocks to add details to designs.</p> <p>Can include simple electrical circuit in product that produces one outcome eg light or sound.</p> <p>Can measure and mark a square section and dowelling/ wood to the nearest cm.</p> <p>Can use a hand drill to make tight holes and loose holes.</p>	<p>Can build frameworks using a range of materials eg wood, card, corrugated plastic.</p> <p>Can use a glue gun with purpose and confidence.</p> <p>Can cut internal shapes.</p> <p>Can use applique to decorate by gluing and stitching.</p> <p>Can select the most appropriate joint for their design.</p> <p>Can create own simple sewing pattern or printing block to use in designs</p> <p>Can use more complex mechanical systems in products eg pulleys and linkages.</p> <p>Can include an electrical circuit that produces more than one outcome.</p> <p>Can use a screwdriver to secure materials with accuracy.</p> <p>Can cut accurately to 1mm: strip wood, dowel and square section.</p> <p>Can select the most appropriate way to join or secure materials within their design.</p> <p>Can use a computer program to control their products eg using program which would allow them to program a delay or use of a sensor.</p>	

Evaluate	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p>	<p>Can explain strengths and weaknesses of existing products.</p> <p>Can evaluate work against own design criteria.</p> <p>Can discuss and describe well known designers and inventors and their work.</p>	<p>Can evaluate existing products in relation to their purpose and audience.</p> <p>Can collect feedback from others to find out how to improve their product.</p> <p>Can explore the impact of well-known designers and inventors and how their products helped shape the world.</p>
Food	<p>Can name foods from each section of the Eat Well plate and understands they should eat at least 5 portions of fruit and veg each day.</p> <p>Understands that food comes from plants and animals and has to be farmed, grown or caught.</p>	<p>Can use the right tools to peel, grate and chop.</p> <p>Can read a simple scale to measure and weigh out ingredients.</p>	<p>Understands that food is processed into different ingredients eg milk into butter.</p> <p>Understands that different foods are produced in different areas of the world.</p> <p>Understands all sections of the Eat Well plate and why they differ in size.</p> <p>Can use the right tools to slice, mix, spread, bake and knead.</p> <p>Can weigh ingredients to an appropriate level of accuracy.</p>	<p>Understands how different foods are produced in different areas of the world.</p> <p>Understands that some foods are seasonal and can give some examples</p> <p>Can estimate amount of ingredients to an appropriate level of accuracy</p>