

## DT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Design</u></b>	<p>I can create a simple design for my product.</p> <p>I can use pictures and words to describe what I want to do.</p>	<p>I can design useful, functional and appealing products for myself and other users based on a design criteria.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p>	<p>I can research or use my knowledge of existing products to design my own functional product.</p> <p>I can create generate, develop, model and communicate my ideas through discussion, annotated sketches, prototypes and IT, where applicable.</p>	<p>I can research or use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>I can create generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes and IT, where applicable.</p>	<p>I can use research or my knowledge of existing products and my market research to inform the design of my own innovative product.</p> <p>I can create generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional diagrams, exploded diagrams, prototypes and IT, where applicable.</p>	<p>I can use research I have done into famous designers and inventors to inform my designs.</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can show that culture and society is considered in plans and designs.</p>
<b><u>Make</u></b>	<p>I can select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.</p> <p>I can select new and reclaimed materials and construction kits to build structures.</p>	<p>I can safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>I can explore and use mechanisms such as levers and sliders.</p> <p>I can choose tools I would like to use and select materials based</p>	<p>I can make suitable choices from a wider range of tools and unfamiliar materials including construction materials.</p> <p>I can safely measure, mark out, cut, assemble and join with some accuracy.</p>	<p>I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to make suitable choices for my product.</p> <p>I can use techniques to strengthen, stiffen</p>	<p>I can make suitable choices from a wider range of tools and unfamiliar materials including ingredients.</p> <p>I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p>	<p>I can make suitable choices from a wider range of tools and unfamiliar materials including textiles.</p> <p>I know which tool to use for a specific practical task.</p> <p>I can use electrical systems in my products.</p>

	I can use wheels, axles and axle holders in a product.	<p>on my knowledge of their properties.</p> <p>I can use a template to create two identical shapes to make a 3d textile product.</p>	I know which tool to use for a specific practical task.	<p>and reinforce existing fabrics.</p> <p>I know which tool to use for a specific practical task.</p> <p>I can apply my understanding of computing to program and control my products.</p>	I know which tool to use for a specific practical task.	
<b>Evaluate</b>	<p>I can describe how something works.</p> <p>I can ask simple questions about existing products.</p> <p>I can say what works well and not so well about a range of existing products and about my own ideas and products.</p>	<p>I can describe how something works using appropriate terminology.</p> <p>I can explore a range of existing products.</p> <p>I can explain what works well and not so well in existing products and those I've made.</p>	<p>I can investigate and analyse existing products and those I have made.</p> <p>I can explain how to improve a finished model.</p> <p>I know why a model has or has not been successful.</p>	<p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user, including purpose and appearance.</p> <p>I can explain how my original design has been improved.</p>	<p>I can make detailed evaluation about existing products and my own finished products and how well they meet the needs of the intended user, including functionality and appearance.</p> <p>I can suggest alternative plans outlining the positive features and drawbacks.</p> <p>When evaluating my ideas and products, I consider the views of others to improve my work.</p> <p>I understand how key individuals in design and technology have helped shaped the world.</p>	<p>I know how to test and evaluate designed products.</p> <p>I can explain how products should be stored and give reasons.</p> <p>I understand how key events in design and technology have helped shaped the world.</p>

<p><b><u>Technical knowledge</u></b></p>	<p>I can build freestanding structures exploring how they can be built stronger, stiffer and more stable.</p> <p>I can distinguish between fixed and freely moving axels.</p>	<p>I can join fabrics using different techniques eg running stitch, glue, overstitch, stapling.</p> <p>I can explore different finishing techniques eg using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <p>Explore and use levers and sliders in products.</p> <p>I can understand that different mechanisms produce different types of movement.</p>	<p>I can strengthen frames with diagonal struts.</p> <p>I can understand and use lever and linkage mechanisms.</p> <p>I can distinguish between fixed and loose pivots.</p> <p>I can understand and use pneumatic mechanisms.</p>	<p>I can understand and use electrical systems in my products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>I can develop an understanding of how to construct stiff, strong shell structures.</p> <p>I can develop and use my knowledge of nets of cubes and cuboids, and where appropriate, more complex 3D shapes.</p>	<p>I can understand that mechanical systems have an input, process and an output.</p> <p>I can understand how cams can be used to produce different types of movement and change the direction of movement.</p> <p>I can use a wide range of methods to strengthen, stiffen and reinforce 3D structures and can use them accurately and appropriately.</p>	<p>I understand that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>I can apply my understanding of fabrics to strengthen, stiffen and reinforce as appropriate.</p> <p>I can apply my understanding of computing to program, monitor and control my products.</p>
<p><b><u>Cooking and nutrition</u></b></p>	<p>I can use simple tools with help to prepare food safely eg cutting food.</p> <p>I can talk about what I eat at home and begin to discuss what healthy foods are.</p> <p>I know how to be hygienic and safe when using food.</p>	<p>I can understand that all food has to be farmed, grown or caught.</p> <p>I can understand the need for a variety of food in a diet.</p> <p>I can use a wider range of cookery techniques to prepare food safely eg weighing scales, recipe.</p> <p>I know how to be hygienic and safe when using food.</p>	<p>I can understand how a variety of ingredients are processed/harvested to make them safe and palatable / tasty to eat.</p> <p>I can talk about the different food groups and name food from each group.</p> <p>I can weigh out ingredients and follow a given recipe to create a dish by combining ingredients.</p>	<p>Compare British foods to those grown in the wider world.</p> <p>I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different nutrients.</p> <p>I know how to be hygienic and safe when using food.</p> <p>I can read and follow recipes (predominantly savoury) which involve</p>	<p>I can understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>I can design a healthy meal (predominantly savoury) based on the principles of a healthy and varied diet.</p> <p>I know how to be hygienic and safe when using food.</p> <p>I can select appropriate ingredients and use a</p>	<p>I can use information on food labels, as well as my own understanding, to confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills.</p>

			<p>I know how to be hygienic and safe when using food.</p> <p>I know the difference between a sweet and savoury dish.</p>	<p>several processes, skills and techniques.</p>	<p>wide range of techniques to combine them.</p>	<p>I can work within a budget to create a meal.</p> <p>I know how to be hygienic and safe when using food.</p>
--	--	--	---	--	--	--