|  | **KS1** | **LKS2** | **UKS2** |
| --- | --- | --- | --- |
| **Designing** | Generating, developing, modelling and communicating ideas.   * Use simple design criteria; state what their products are, who and what they are for and how they will work. * Generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers. | Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas.   * Gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work. * Generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. | Understanding contexts, users and purposes.  Generalising, developing, modelling and communication ideas.   * Carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work. * Generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design |
| **Making** | Planning and Practical skills & Techniques.   * Plan by suggesting what to do next; select from a range of tools, equipment, materials and components. * Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. | Planning and Practical skills & Techniques.   * Order the main stages of making; select suitable tools, equipment, materials and components and explain their choices. * Follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy. | Planning and Practical skills & Techniques.   * Formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices. * Follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy. |
| **Evaluating** | Own ideas & Products and Existing Products.   * Make simple judgements about their products and ideas against design criteria. * Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. | Existing Products and Key Events & Individuals.   * Investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. * Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. | Existing Products and Key Events & Individuals.   * Investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are. * Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. |
| **Technical Language** | Making products work.  Know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary. | Making products work.  Know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use the correct technical vocabulary. | Know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control and monitor their products; how to reinforce and strengthen a framework; use the correct technical vocabulary. |
| **Cooking and nutrition** | Food Preperation, cooking and nutrition  Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day. | Where food is from and Food preparation, cooking & nutrition.   * Know that food is grown, reared and caught in the UK, Europe and the wider world. * Know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body. | Where food is from and Food preparation, cooking & nutrition.   * Know that food is grown, reared and caught in the UK, Europe and the wider world; that seasons may affect the food available; how food is processed into ingredients. * Know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source; that different food and drink contain nutrients, water and fibre that are needed for health. |