Design Technology		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design		Design he/she can tell someone about his/her design ideas.		Design he/she can generate and develop his/her ideas through discussion.	Design he/she can generate and develop his/her ideas through discussion.	Design he/she can design products that are innovative and appeal to individuals or groups.	Design he/she can design products that are innovative and appeal to individuals or groups.
			Design he/she can make a mock up of his/her design and discuss it.	Design he/she can design products that are functional and designed for purpose.	Design he/she can design products that are functional and designed for purpose.	Design he/she can create a prototype of his/her design.	Design he/she can create a prototype of his/her design.
		Design he/she can create a drawing of his/her idea and templates for his/her design.	**Design he/she can create a drawing of his/her idea and templates for his/her design.**	**Design he/she can create a cross sectional drawing of his/her design.**	**Design he/she can create a cross sectional drawing of his/her design.**	**Design he/she can create an exploded diagram of his/her design.**	**Design he/she can create an exploded diagram of his/her design.**
		Design he/she can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.	Design he/she can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.	Design he/she can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging.		Design he/she can use a computer design program to communicate his/her ideas. e.g. Use a computer-aided design program to create designs with text and graphics.	Design he/she can use a computer design program to communicate his/her ideas. e.g. Use a computer-aided design program to create designs with text and graphics.
Make		**Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.**			Make he/she can create a shell or frame structure, strengthening with diagonal struts.	**Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic.**	**Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic.**
			Make he/she can join fabrics using staples and a running stitch	**Make he/she can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch.**		Make he/she can use a glue gun with close supervision.	Make he/she can use a glue gun with close supervision.
			Make he/she can decorate textilesusing buttons, beads,sequins, braids & ribbons.	Make he/she can choose the most appropriate joining technique to add a decoration to a piece of fabric.			**Make he/she can use appliqué to decorate by gluing, and stitching.**
		Make he/she can cut along straight lines, curved lines and shapes marked out by a template.			Make he/she can cut slots.	Make he/she can cut internal shapes.	
		Make he/she can use tape and glueto create temporary joins, fixed joins, & moving joins.			**Make he/she can create simple joins with wood. e.g. Butt joint, dowel joint.**	Make he/she can select the most appropriate joint for his/her design.	Make he/she can select the most appropriate joint for his/her design.
			Make he/she can colour fabrics using paints to print and paint.		Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs.	Make he/she can create his/her own simple sewing pattern or printing block to use in his/her design.	

			Make he/she can use a simple circuit in a model. e.g. A closed circuit with a bulb.		**Make he/she can include a simple electrical circuit in his/her product that produces one outcome e.g. Light or sound.**		**Make he/she can include an electrical circuit that produces more than one outcome e.g. Light and sound.**
		Make he/she can use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.		**Make he/she can use simple mechanical systems in his/her products e.g. Gears, levers and cams.**		**Make he/she can use more complex mechanical systems in his/her products e.g. Pulleys and linkages.**	
			Make he/she can independently cutwood/dowelling using a hacksaw and bench hook		Make he/she can measure and mark a square section & dowelling to the nearest cm	Make he/she can cut accurately to1mm: strip wood, dowel &square section.	
		Make he/she can roll, fold, tear and cut paper and card.			Make he/she can use a bradawl to mark hole positions		Make he/she can use a screwdriver to secure materials with accuracy.
					Make he/she can use a hand drill tomake tight holes and loose holes.	Make he/she can select the most appropriate way to join or secure materials within his/her design.	Make he/she can select the most appropriate way to join or secure materials within his/her design.
			Make he/she can use a computer program to create a sequence to produce a repeating pattern. e.g. A light flashing on and off.				Make he/she can use a computer program to control his/her products. e.g. Using a program which would allow them to program a delay or use of a sensor.
	Evaluate	Evaluate he/she can say what they like and do not like about existing products.	Evaluate he/she can say what they like and do not like about existing products.	Evaluate he/she can explain strengths and weaknesses of existing products.	Evaluate he/she can explain strengths and weaknesses of existing products.	Evaluate he/she can evaluate existing products in relation to their purpose and audience.	Evaluate he/she can evaluate existing products in relation to their purpose and audience.
		Evaluate he/she can say how well his/her designs and product met the given design criteria.	**Evaluate he/she can say how well his/her designs and product met the given design criteria.**	**Evaluate he/she can evaluate his/her work against his/her own design criteria,.**	**Evaluate he/she can evaluate his/her work against his/her own design criteria,.**	**Evaluate he/she can collect feedback from others to find out how to improve his/her product.**	**Evaluate he/she can collect feedback from others to find out how to improve his/her product.**
				Evaluate he/she can discuss and describe well known designers and inventors and their work.	Evaluate he/she can discuss and describe well known designers and inventors and their work.	Evaluate he/she can explore the impact of well known designers and inventors and how their products helped to shape the world.	Evaluate he/she can explore the impact of well known designers and inventors and how their products helped to shape the world.
	Food	Food he/she can name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day.			Food he/she understands all sections of the EatWell plate and why they differ in size.		Food he/she understands what different affects food types have on the body. e.g. The impact of eating too much sugar.
			Food he/she can use the right tools to peel, grate and chop.		**Food he/she can use the right tools to slice, mix, spread, bake and knead.**		**Food he/she can select the appropriate tools to follow a given recipe to make a savoury dish.**

			Food he/she can read a simple scale to measure and weigh out ingredients.	Food he/she understands that food is processed into different ingredients e.g. Milk into butter.	Food he/she can weigh ingredients to an appropriate level of accuracy.		Food he/she can estimate amount of ingredients to an appropriate level of accuracy.
		Food he/she understands that food comes from plants and animals and has to be farmed, grown or caught.		**Food he/she understands that different foods are produced in different areas of the world.**		Food he/she understands how different foods are produced in different areas of the world.	
						Food he/she understands that some foods are seasonal and can give some examples.	