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|  | Design | Evaluating | Tools and Materials | Skills | Technical Knowledge |
| Food | FS: Develop designs based on given models  **GD: To add new design elements based on more than the model they have seen**  **To be able to explain why they have made the choices they have made.**  Can make a choice between designs based upon their own preferences.  Can create a design based upon given criteria.  Can use technology as a whole group to support the design process.  **Explain how their design choices have been made.**  **Make alternative suggestions within their design brief.**  Can create a design criteria based on a given brief.  Can research to find existing products that meet design criteria.  Can make a choice about their own designs based upon a range of preferences (own and others).  Can use technology in a small group to support the design process.  Know key individuals in design and technology that have helped shape the world.  **Know that design can be affected by availability of resources.**  **Know and follow the stages of the design process independently.**  Can create a design brief and criteria from a given problem or need.  Can make a choice about various designs based upon a range of preferences and other aspects (cost, taste, appearance etc.)  Can use technology individually to support the design process.  Know how key events and individuals in design and technology that have helped shape the world. | FS: Can say what they like about their and other pupil’s products.  **GD: To be able to say which particular features they like and why.**  **Can suggest basic improvements.**  Can give personal opinions about existing products.  Can say if a product meets design criteria.  Can say what went well based upon their own opinions.  Can use technology to record preferences.  **Can suggest potential improvements.**  Can give personal opinions about existing products based on a range of preferences (own and others).  Can say what went well based upon opinions (own and others).  Can suggest potential improvements.  Can use technology to explain preferences (own and others).  UKS2:  Can give a range of critical opinions about existing products based on preferences of others.  Can say what went well based upon a broad range of aspects.  Can suggest potential improvements and methods of implementation.  Can use a range of technology to explain a range of preferences in detail. | FS: Can use a knife and fork to cut soft foods.  **GD: To choose whether a knife, fork or spoon for particular types of food.**  Can use a small sharp knife to chop.  Can use a spoon to mix wet ingredients.  Can use hands to mix dry ingredients.  **Can select from a range of tools and explain their choice.**  LKS2:  Can use appropriate sharp knives to chop hard and soft food items.  Can use a range of utensils to prepare food items.  Can use an appropriate tool to mix hot or cold foods.  Know how to use a hob to heat food.  UKS2: | FS: Can cut soft foods using a knife and holding with a fork.  **GD: To transfer these skills to other similar situations (i.e. lunchtime)**  Can chop soft foods using the bridge hold.  Can peel thick skinned foods by hand.  Can mix ingredients using appropriate tools.  **Can mix ingredients without excessive spillage.**  LKS2:  Can grate appropriate foods items.  Can chop a variety of foods using the claw hold.  Can peel thin skinned foods using a peeler.  Can mix hot and cold foods using appropriate tools.  Can use a hob to heat food items.  UKS2: | FS:Know how to hold a knife and fork correctly.  How to hold a knife and fork safely.  To understand that there is a difference between what is ‘healthy’ and what they ‘like’.  **GD: To be able to say which foods are healthy.**  **To begin to understand food in moderation.**  **To begin to understand where food comes from.**  Know foods which are healthy and unhealthy.  Know foods are grown, harvested and manufactured.  Knows basic hygiene rules.  Knows how to use a sharp knife safely.  Can choose appropriate tools based upon the ingredients.  Can make choices based upon their evaluations and preferences.  **Knows and uses the correct technical vocabulary when discussing and explaining.**  LKS2:  To know how to use a hob in the best way to heat food.  UKS2: |
|  | Tools and Materials | Skills | Technical Knowledge |
| Textiles | FS: Can choose between a hard or soft material for a given purpose.  **GD: Using other properties of the materials to aid selection** | FS: To talk about their choice in their material  **GD: To talk about why they have selected their particular material for the purpose chosen** | FS: To understand that there are various types of material and not all are appropriate for a product to be made.  **GD: To use correct vocabulary.** |
|  | Tools and Materials | Skills | Technical Knowledge |
| Materials | FS: Can appropriately select one-handed tools, such as scissors for the task at hand.  Can choose from given adhesives which will join materials together.  **GD: Can add new adhesives from previous knowledge**  KS1:  Can choose from suggested tools and materials for a given purpose.  Can accurately make holes for dowel/axles.  Know how to dismantle a cardboard box.  Know what materials can be secured with PVA glue.  Know how to strengthen cardboard by layering.  **GD:**  LKS2:  Can use cardboard to make axle mounts.  Know how to use a razor saw to cut lengths of wood.  Know how to use hot glue to secure separate materials.  Can fix components to dowel using hot glue.  **GD:**  UKS2:  **GD:** | FS: To cut using scissors safely.  Can assemble and join various materials.  **GD: To experiment successfully based on previous knowledge**  KS1:  Can cut safely in a straight line.  Can thread and attach materials to the dowel.  Can handle materials without damaging them.  Know how to apply glue to secure separate materials.  Can create a system of simple axles.  **GD:**  LKS2: Can measure lengths of materials accurately and reliably.  LKS2: Can cut lengths of materials accurately and safely.  Can use a hot glue gun safely and accurately.  **GD:**  UKS2:  **GD:** | FS: To know how to handle tools safely.  To understand what can be used to join materials.  **GD: To understand why materials would be appropriate based on prior knowledge.**  KS1:  Knows axles need to be mounted straight to function.  Know that some materials need to be strengthened.  To know which basic adhesives (PVA glue, Cellotape, Masking tape) are best for a purpose.  Can identify how a simple mechanism works.  **GD: Knows and uses the correct technical vocabulary when discussing and explaining.**  LKS2: To know how to use a brace support to strengthen a frame or structure.  To know how basic pulley/gear ratios work (2:1 and 3:1).  Can create a system of gears/pulleys using axles and a ratio.  **GD:**  UKS2:  **GD:** |

FS:

**GD:**

KS1:

**GD:**

LKS2:

**GD:**

UKS2:

**GD:**