

**National Curriculum – end of key stage expectations for Years 1-6**

| <b>By end of Key Stage 1</b>                                                                                                                                                                                                                                                                                                                   | <b>Year 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Year 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Design</b></p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>                          | <ul style="list-style-type: none"> <li>• Draw on their own experience to help generate ideas</li> <li>• Suggest ideas and explain what they are going to do</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Model their ideas in card and paper</li> <li>• Develop their design ideas applying findings from their earlier research</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation, drawing and modelling</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria</li> <li>• Make simple drawings and label parts</li> </ul>                                                                                                                                               |
| <p><b>Make</b></p> <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 from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | <ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools e.g. scissors and a hole punch safely</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>• Select and use appropriate fruit and vegetables, processes and tools</li> <li>• Use basic food handling, hygienic practices and personal hygiene</li> <li>• Use simple finishing techniques to improve the appearance of their product</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>• Follow safe procedures for food safety and hygiene</li> <li>• Choose and use appropriate finishing techniques</li> </ul> |
| <p><b>Evaluate</b></p> <p>I can explore and evaluate a range of existing products</p> <p>I can evaluate my ideas and products against design criteria</p>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Evaluate against their design criteria</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk about their ideas, saying what they like and dislike about them</li> </ul>                                                                                                                                                                                                                                       |

| By end of Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y3                                                                                                                                                                                                                                                                                                                                                                                                                         | Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Y5                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Y6                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Design</b></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>                                                                                                 | <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting</li> <li>Explore, develop and communicate design proposals by modelling ideas</li> <li>Make drawings with labels when designing</li> </ul>                                    | <ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which they are designing</li> <li>Make labelled drawings from different views showing specific features</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>Evaluate products and identify criteria that can be used for their own designs</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas through brainstorming and identify a purpose for their product</li> <li>Draw up a specification for their design</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</li> <li>Use results of investigations, information sources, including ICT when developing design ideas</li> </ul> | <ul style="list-style-type: none"> <li>Communicate their ideas through detailed labelled drawings</li> <li>Develop a design specification</li> <li>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li> <li>Plan the order of their work, choosing appropriate materials, tools and techniques</li> </ul> |
| <p><b>Make</b></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including</p>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Make their design using appropriate techniques</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Use tools e.g. scissors and a hole punch safely</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab' to name and describe them</li> <li>Measure, cut and score with some accuracy</li> <li>Use hand tools safely and appropriately</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Select appropriate materials, tools and techniques</li> <li>Measure and mark out accurately</li> <li>Use skills in using different tools and equipment safely and accurately</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Select appropriate tools, materials, components and techniques</li> <li>Assemble components make working models</li> <li>Use tools safely and accurately</li> </ul>                                                                                                                                                                 |
| <p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>Select and use appropriate fruit and vegetables, processes and tools</li> <li>Use basic food handling, hygienic practices and personal hygiene</li> <li>Use simple finishing techniques to improve the appearance of their product</li> </ul> | <ul style="list-style-type: none"> <li>Assemble, join and combine materials in order to make a product</li> <li>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>Follow safe procedures for food safety and hygiene</li> <li>Choose and use appropriate finishing techniques</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Weigh and measure accurately (time, dry ingredients, liquids)</li> <li>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li> <li>Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Construct products using permanent joining techniques</li> <li>Make modifications as they go along</li> <li>Pin, sew and stitch materials together create a product</li> <li>Achieve a quality product</li> </ul>                                                                                                                   |
| <p><b>Technical knowledge</b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p> |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Cooking &amp; Nutrition</b></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            |