



Langney Primary End of Year Expectations and Key Assessment Criteria for Design Technology



Key Stage	Year Group	Evaluating Existing Products	Design	Make	Evaluate	Technical Knowledge and Understanding
Key Stage 1	1	FOOD FOOD: PREPARING FRUIT AND VEGETABLES – I can taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. FOOD: PREPARING FRUIT AND VEGETABLES – I can understand where a range of fruit and vegetables come from e.g. farmed or grown at home.	FOOD: PREPARING FRUIT AND VEGETABLES – I can design appealing products for a particular user based on simple design criteria. FOOD: PREPARING FRUIT AND VEGETABLES – I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables. FOOD: PREPARING FRUIT AND VEGETABLES – I can communicate these ideas through talk and drawings.	FOOD: PREPARING FRUIT AND VEGETABLES – I can use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely. FOOD: PREPARING FRUIT AND VEGETABLES – I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	FOOD: PREPARING FRUIT AND VEGETABLES – I can evaluate ideas and finished products against design criteria, including intended user and purpose.	FOOD: PREPARING FRUIT AND VEGETABLES – I can understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell Plate</i> . FOOD: PREPARING FRUIT AND VEGETABLES – I know and use technical and sensory vocabulary relevant to the project
		STRUCTURES STRUCTURES: FREESTANDING STRUCTURES – I can explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.	STRUCTURES: FREESTANDING STRUCTURES - I can generate ideas based on simple design criteria and my own experiences, explaining what I can make. STRUCTURES: FREESTANDING STRUCTURES – I can develop, model and communicate my ideas through talking, mock-ups and drawings.	STRUCTURES: FREESTANDING STRUCTURES – I can select and use tools, skills and techniques suitable for the task, explaining my choices. STRUCTURES: FREESTANDING STRUCTURES – I can select new and reclaimed materials and construction kits to build my structures. STRUCTURES: FREESTANDING STRUCTURES – I can use simple finishing techniques for the structure I am creating.	STRUCTURES: FREESTANDING STRUCTURES – I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	STRUCTURES: FREESTANDING STRUCTURES – I know how to make freestanding structures stronger, stiffer and more stable. STRUCTURES: FREESTANDING STRUCTURES – I know and use technical vocabulary relevant to the project.
		MECHANISMS MECHANISMS: SLIDERS AND LEVERS – I can explore a range of existing books and everyday products that use simple sliders and levers. MECHANISMS: SLIDERS AND LEVERS – I can explore and use sliders and levers.	MECHANISMS: SLIDERS AND LEVERS - I can generate ideas based on simple design criteria and my own experiences, explaining what I can make. MECHANISMS: SLIDERS AND LEVERS – I can develop, model and communicate my ideas through drawing and mock-ups with card and paper.	MECHANISMS: SLIDERS AND LEVERS - I can plan by suggesting what to do next. MECHANISMS: SLIDERS AND LEVERS – I can select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card. MECHANISMS: SLIDERS AND LEVERS – I can use simple finishing techniques suitable for the product I am creating.	MECHANISMS: SLIDERS AND LEVERS – I can evaluate my product by discussing how well it works in relation to the purpose and user and whether it meets design criteria.	MECHANISMS: SLIDERS AND LEVERS – I can understand that mechanisms produce different types of movement. MECHANISMS: SLIDERS AND LEVERS – I know and use technical vocabulary relevant to the project.

Key Stage	Year Group	Evaluating existing products	Design	Make	Evaluate	Technical Knowledge and Understanding	
Key Stage 1	2	FOOD	<p>FOOD: PREPARING FRUIT AND VEGETABLES – I can taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.</p> <p>FOOD: PREPARING FRUIT AND VEGETABLES – I can understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES – I can design appealing products for a particular user based on simple design criteria.</p> <p>FOOD: PREPARING FRUIT AND VEGETABLES – I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>FOOD: PREPARING FRUIT AND VEGETABLES – I can communicate these ideas through talk and drawings.</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES – I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>FOOD: PREPARING FRUIT AND VEGETABLES – I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES – I can evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES – I can understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell Plate</i>.</p> <p>FOOD: PREPARING FRUIT AND VEGETABLES – I know and use technical and sensory vocabulary relevant to the project.</p>
		MECHANISMS	<p>MECHANISMS: WHEELS AND AXLES - I can explore and evaluate a range of products with wheels and axles.</p> <p>MECHANISMS: WHEELS AND AXLES - I can explore and use wheels, axles and axle holders.</p> <p>MECHANISMS: WHEELS AND AXLES – I can distinguish between fixed and freely moving axles.</p>	<p>MECHANISMS: WHEELS AND AXLES - I can generate initial ideas and simple design criteria through talking and using my own experiences.</p> <p>MECHANISMS: WHEELS AND AXLES – I can develop and communicate ideas through drawings and mock-ups.</p>	<p>MECHANISMS: WHEELS AND AXLES - I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</p> <p>MECHANISMS: WHEELS AND AXLES – I can select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p>	<p>MECHANISMS: WHEELS AND AXLES – I can evaluate my ideas throughout and my product against original criteria.</p>	<p>MECHANISMS: WHEELS AND AXLES - I know and use technical vocabulary relevant to the project.</p>
		TEXTILES	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES - I can explore and evaluate a range of existing textile products relevant to the project being undertaken.</p>	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES - I can design a functional and appealing product for a chosen user and purpose based on a simple design criteria.</p> <p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES – I can generate, develop, model and communicate my own ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p>	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES - I can select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES – I can select from and use textiles according to their characteristics.</p>	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES – I can evaluate my ideas throughout and my final product against original design criteria.</p>	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES - I can understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES – I can understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES - I can explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES – I know and use technical vocabulary relevant to the project.</p>

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Key Stage 2	3	FOOD	<p>FOOD: HEALTHY AND VARIED DIET - I can carry out sensory evaluations of a variety of ingredients and products; and record the evaluations using e.g. tables and simple graphs.</p> <p>FOOD: HEALTHY AND VARIED DIET - I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, texture and aroma for an appealing product for a particular user and purpose.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>FOOD: HEALTHY AND VARIED DIET - I know and use relevant technical and sensory vocabulary appropriately.</p>	
		TEXTILES	<p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can investigate a range of 3D textile products relevant to the project.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can understand how a key event / individual has influenced the development of the chosen product and/or fabric.</p>	<p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific users.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p>	<p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can plan the main stages of making.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p>	<p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can test their product against the original design criteria and with the intended user.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I can take into account others' views.</p>	<p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I understand how to securely join two pieces of fabric together.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I understand the need for patterns and seam allowances.</p> <p>TEXTILES: 2D SHAPE TO 3D PRODUCT - I know and use technical vocabulary relevant to the project.</p>
		STRUCTURES	<p>STRUCTURES: SHELL STRUCTURES - I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p>	<p>STRUCTURES: SHELL STRUCTURES - I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</p> <p>STRUCTURES: SHELL STRUCTURES - I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p>	<p>STRUCTURES: SHELL STRUCTURES - I can order the main stages of making.</p> <p>STRUCTURES: SHELL STRUCTURES - I can use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>STRUCTURES: SHELL STRUCTURES - I can explain my choice of materials according to functional properties and aesthetic qualities.</p> <p>STRUCTURES: SHELL STRUCTURES - I can use finishing techniques suitable for the product I am creating.</p>	<p>STRUCTURES: SHELL STRUCTURES - I can test and evaluate my own products against design criteria and the intended user and purpose.</p>	<p>STRUCTURES: SHELL STRUCTURES - I can develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>STRUCTURES: SHELL STRUCTURES - I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>STRUCTURES: SHELL STRUCTURES - I know and use technical vocabulary relevant to the project.</p>

Key Stage	Year Group	Evaluating existing products	Design	Make	Evaluate	Technical Knowledge and Understanding	
Key Stage 2	4	ELECTRICAL SYSTEMS	<p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can investigate and analyse a range of existing battery-powered products.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p>	<p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can order the main stages of making.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can select from and use tools and equipment to cut, shape, join and finish with some accuracy.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can select from and use materials and components including construction materials and electrical components according to their functional properties and aesthetic qualities.</p>	<p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can evaluate my own ideas and products against my own design criteria and identify the strengths and areas for improvement in my work.</p>	<p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I understand and use electrical systems in my products, such as series circuits or incorporating switches, bulbs and buzzers.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I can apply my understanding of computing to program and control my products.</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHCES - I know and use technical vocabulary relevant to the project.</p>	
		FOOD	<p>FOOD: HEALTHY AND VARIED DIET - I can carry out sensory evaluations of a variety of ingredients and products; and record the evaluations using e.g. tables and simple graphs.</p> <p>FOOD: HEALTHY AND VARIED DIET - I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, texture and aroma for an appealing product for a particular user and purpose.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>FOOD: HEALTHY AND VARIED DIET - I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p>FOOD: HEALTHY AND VARIED DIET - I know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>FOOD: HEALTHY AND VARIED DIET - I know and use relevant technical and sensory vocabulary appropriately.</p>
		MECHANICAL SYSTEMS	<p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can investigate and analyse books and, where available, other products with lever and linkage mechanisms.</p>	<p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can generate realistic ideas and my own design criteria through discussion, focussing on the needs of the user.</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can use annotated sketches and prototypes to develop, model and communicate ideas.</p>	<p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can order the main stages of making.</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can select from and use finishing techniques suitable for the product I am creating.</p>	<p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can evaluate my own products and ideas against criteria and user needs, as I design and make.</p>	<p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I understand and use lever and linkage mechanisms.</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I can distinguish between fixed and loose pivots.</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES - I know and use technical vocabulary relevant to the project.</p>

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Key Stage 2	5	ELECTRICAL SYSTEMS	<p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can investigate famous inventors who developed ground-breaking electrical systems and components.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can use research to develop a design specification for a functional product that responds automatically to changes in the environment. I take account of constraints including time, resources and cost.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can generate and develop innovative ideas and share and clarify these through discussion.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p>	<p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</p>	<p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can continually evaluate and modify the working features of the product to match the initial design specification.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can test the system to demonstrate its effectiveness for the intended user and purpose.</p>	<p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can understand and use electrical systems in my products.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I can apply my understanding of computing to program, monitor and control my products.</p> <p>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS - I know and use technical vocabulary relevant to the project.</p>	
		STRUCTURES	<p>STRUCTURES: FRAME STRUCTURES - I can carry out research into user needs and existing products; using surveys, interview, questionnaires and web-based resources.</p> <p>STRUCTURES: FRAME STRUCTURES - I can investigate and evaluate a range of existing frame structures.</p> <p>STRUCTURES: FRAME STRUCTURES - I can research key events and individuals relevant to frame structures.</p>	<p>STRUCTURES: FRAME STRUCTURES - I can develop a simple design specification to guide the development of my ideas and products, taking account of constraints including time, resources and cost.</p> <p>STRUCTURES: FRAME STRUCTURES - I can generate, develop and model innovative ideas through discussion, prototypes and annotated sketches.</p>	<p>STRUCTURES: FRAME STRUCTURES - I can formulate a clear plan, including step-by-step list of what needs to be done and lists of resources to be used.</p> <p>STRUCTURES: FRAME STRUCTURES - I can competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>STRUCTURES: FRAME STRUCTURES - I can use finishing and decorative techniques suitable for the product I am designing and making.</p>	<p>STRUCTURES: FRAME STRUCTURES - I can critically evaluate my products against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p>	<p>STRUCTURES: FRAME STRUCTURES - I understand how to strengthen, stiffen and reinforce 3D frameworks.</p> <p>STRUCTURES: FRAME STRUCTURES - I know and use technical vocabulary to the project.</p>
		FOOD	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can carry out sensory evaluations of a range of relevant products and ingredients; recording the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I understand how key chefs have influenced eating habits to promote varied and health diets.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can generate innovative ideas through research discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can write a step-by-step recipe, including a list of ingredients, equipment and utensils.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can make, decorate and present the food product appropriately for the intended user and purpose.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I understand about seasonality in relation to food products and the sources of different food products.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I know and use relevant technical and sensory vocabulary.</p>

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Key Stage 2	6	MECHANICAL SYSTEMS	<p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I understand that mechanical and electrical systems have an input, process and an output.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can investigate famous manufacturing and engineering companies relevant to the project.</p>	<p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can develop a simple design specification to guide my thinking.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p>	<p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can produce detailed lists of tools, equipment and materials; formulating step-by-step plans and if appropriate, allocate tasks within a team.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.</p>	<p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can compare the final product to the original design specification.</p> <p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I can consider the views of others to improve my work.</p>	<p>MECHANICAL SYSTEMS: PULLEYS OR GEARS - I know and use technical vocabulary relevant to the project.</p>
		TEXTILES	<p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can generate innovative ideas by carrying out research using surveys, interviews and questionnaires.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can investigate and analyse textile products linked to my final product.</p>	<p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	<p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can produce detailed lists of equipment and fabrics relevant to tasks.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.</p>	<p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can compare the final product to the original design specification.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I can consider the views of others to improve my work.</p>	<p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I know a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>TEXTILES: COMBINING DIFFERENT FABRIC SHAPES - I know fabrics can be strengthened, stiffened and reinforced where appropriate.</p>

		FOOD	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can generate innovative ideas through research discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can carry out sensory evaluations of a range of relevant products and ingredients; recording the evaluations using e.g. tables/graphs/charts such as star diagrams.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can write a step-by-step recipe, including a list of ingredients, equipment and utensils.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can make, decorate and present the food product appropriately for the intended user and purpose.</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I can evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I understand how key chefs have influenced eating habits to promote varied and health diets</p>	<p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I understand about seasonality in relation to food products and the sources of different food products.</p> <p>FOOD: CELEBRATING CULTURE AND SEASONALITY - I know and use relevant technical and sensory vocabulary.</p>
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