

Structures	Year 3 (Constructing a Castle)	Year 4 (Pavilions)	Year 5	Year 6 (Playgrounds)	End of Key Stage 2 expectations
DESIGN	<ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software. 	<ul style="list-style-type: none"> • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight. 		<ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. 	<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>
MAKE	<ul style="list-style-type: none"> • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. 	<ul style="list-style-type: none"> • Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials. 		<ul style="list-style-type: none"> • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. 	<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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
EVALUATE	<ul style="list-style-type: none"> • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs. 	<ul style="list-style-type: none"> •Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs. 		<ul style="list-style-type: none"> • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure. 	<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

<p>TECHNICAL KNOWLEDGE - materials/structures</p>	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own. 		<ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes. 	<p><i>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>
<p>TECHNICAL KNOWLEDGE - Additional</p>	<ul style="list-style-type: none"> • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product. 	<ul style="list-style-type: none"> • To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing. 		<ul style="list-style-type: none"> • To understand what a 'footprint plan' is. • To understand that in the real world, design, can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea. 	

Mechanisms & Mechanical Systems	Year 3	Year 4 (Making a slingshot)	Year 5 (Making a pop-up book)	Year 6	End of Key Stage 2 expectations
DESIGN		<ul style="list-style-type: none"> • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design 	<ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. 		<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>
MAKE		<ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design. 	<ul style="list-style-type: none"> • Following a design brief to make a pop-up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. 		<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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
EVALUATE		<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. 	<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement. 		<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

<p>TECHNICAL KNOWLEDGE - Mechanisms & Mechanical Systems</p>		<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance. 	<ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms 		<p>*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
<p>TECHNICAL KNOWLEDGE - Additional</p>		<ul style="list-style-type: none"> • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. • To know that it is important to assess and evaluate design ideas and models against a list of design criteria. 	<ul style="list-style-type: none"> • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 		

Textiles	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 expectations
DESIGN				<ul style="list-style-type: none"> • Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions. 	<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>
MAKE				<ul style="list-style-type: none"> • Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches. 	<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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
EVALUATE				<ul style="list-style-type: none"> • Reflecting on their work continually throughout the design, make and evaluate process. 	<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

TECHNICAL KNOWLEDGE – Textiles				<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches. 	
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Cooking & Nutrition	Year 3 (Eating Seasonally)	Year 4	Year 5 (Developing a recipe)	Year 6	End of Key Stage 2 expectations
DESIGN	<ul style="list-style-type: none"> • Designing a recipe for a savoury tart 		<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices. 		<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>
MAKE	<ul style="list-style-type: none"> • Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife. 		<ul style="list-style-type: none"> • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe. 		<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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
EVALUATE	<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 		<ul style="list-style-type: none"> • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. 		<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

<p style="text-align: center;">TECHNICAL KNOWLEDGE - Cooking & Nutrition</p>	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste. 		<ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes. 		<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>
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Electrical Systems	Year 3	Year 4 (Torches)	Year 5 (Doodlers)	Year 6	End of Key Stage 2 expectations
DESIGN		<ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 	<ul style="list-style-type: none"> • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. 		<ul style="list-style-type: none"> *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 *Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
MAKE		<ul style="list-style-type: none"> • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria. 	<ul style="list-style-type: none"> • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. 		<ul style="list-style-type: none"> *Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
EVALUATE		<ul style="list-style-type: none"> • Evaluating electrical products. • Testing and evaluating the success of a final product. 	<ul style="list-style-type: none"> • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product. 		<ul style="list-style-type: none"> *Investigate and analyse a range of existing products. *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Understand how key events and individuals in design and technology have helped shape the world

<p style="text-align: center;">TECHNICAL KNOWLEDGE – Electrical Systems</p>		<ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. 	<ul style="list-style-type: none"> • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function. 		<p>*Understand and use electrical systems in their products [for example, series circuits]</p>
<p style="text-align: center;">TECHNICAL KNOWLEDGE – Additional</p>		<ul style="list-style-type: none"> • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, and lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. 	<ul style="list-style-type: none"> • To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged. 		

Digital World	Year 3 (Wearable Technology)	Year 4	Year 5	Year 6 (Navigating the World)	End of Key Stage 2 expectations
DESIGN	<ul style="list-style-type: none"> • Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. • Developing design ideas through annotated sketches to create a product concept. <ul style="list-style-type: none"> • Developing design criteria to respond to a design brief. 			<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD 	<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>
MAKE	<ul style="list-style-type: none"> • Following a list of design requirements. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. 			<ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass 	<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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
EVALUATE	<ul style="list-style-type: none"> • Analysing and evaluating wearable technology. • Using feedback from peers to improve design. 			<ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept 	<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

<p style="text-align: center;">TECHNICAL KNOWLEDGE – Technology</p>	<ul style="list-style-type: none"> • To understand that, in programming, a ‘loop’ is code that repeats something again and again until stopped. • To know that a micro:bit is a pocket-sized, codeable computer. • To know that a simulator is able to replicate the functions of an existing piece of technology. 			<ul style="list-style-type: none"> • To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input 	
<p style="text-align: center;">TECHNICAL KNOWLEDGE – Additional</p>	<ul style="list-style-type: none"> • To know what the ‘Digital Revolution’ is and features of some of the products that have evolved as a result. • To understand what is meant by ‘point of sale display.’ • To know that CAD stands for ‘Computer-aided design’. • To know what a focus group is by taking part in one. 			<ul style="list-style-type: none"> • To know that designers write design briefs and develop design criteria to enable them to fulfil a client’s request • To know that ‘multifunctional’ means an object or product has more than one function • To know that magnetometers are devices that measure the Earth’s magnetic field to determine which direction you are facing 	