



Design						
Developing, planning and communicating ideas						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can think up ideas before I make a model or product.	• I can generate ideas based on my own experiences. • I can learn the importance of a clear design criteria. • I can understand what a target group is and how it links to my design criteria. • I can suggest ideas for a simple design. • I can draw ideas for a simple design. • I can make templates of my ideas using card and paper.	• I can generate ideas based on mine and other people's experiences. • I can understand how to identify a target group based on my design criteria. • I can identify a purpose for what I intend to design and make. • I can design products focusing on their appearance. • I can design products focusing on their function. • I can communicate my design through drawing. • I can communicate my design through templates. • I can communicate my design through mock-ups. • I can communicate my design through ICT.	• I can generate ideas for a product and communicate these through discussion. • I can generate ideas for a product and communicate these through annotated sketches. • I can consider a success criteria based on the target audience. • I can identify a purpose for what I intend to design and make. • I can start to order the main stages of making a product. • I can use existing knowledge to understand whether a product is functional.	• I can generate ideas for a product and communicate these through discussion. • I can generate ideas for a product and communicate these through annotated sketches. • I can generate ideas for a product and communicate these through prototypes. • I can establish criteria for a successful product. • I can consider the purpose for my design and develop this to suit my target audience. • I can plan the order of making a product. • I can use existing knowledge to understand whether a product is functional, achieving its purpose. • I can use existing knowledge to understand whether a	• I can generate, develop, communicate and model my ideas through discussion. • I can generate, develop, communicate and model my ideas through annotated sketches. • I can generate, develop, communicate and model my ideas through cross-sectional diagrams. • I can generate, develop, communicate and model my ideas through prototypes. • I can generate, develop, communicate and model my ideas through pattern pieces. • I can use research and existing knowledge to	• I can generate, develop, communicate and model my ideas through discussion. • I can generate, develop, communicate and model my ideas through annotated sketches. • I can generate, develop, communicate and model my ideas through cross-sectional diagrams. • I can generate, develop, communicate and model my ideas through exploded diagrams. • I can generate, develop, communicate and model my ideas through prototypes. • I can generate, develop, communicate and model my ideas

				product is appealing, achieving its purpose.	establish criteria for a successful product. • I can use information known about my target audience to design a product with an intended purpose. • I can formulate step-by-step plans as a guide to making. • I can use research and existing knowledge to understand whether a product is functional. • I can use research and existing knowledge to understand whether a product is appealing. • I can use research and existing knowledge to understand whether a product is innovative.	through pattern pieces. • I can generate, develop, communicate and model my ideas through CAD. • I can use research and existing knowledge to establish criteria for a successful product. • I can use information known about my target audience to design a product with an intended purpose. • I can formulate step-by-step plans as a guide to making. • I can research about famous designers and inventors to see if my design is functional. • I can research about famous designers and inventors to see if my design is appealing. • I can research about famous designers and inventors to see if my design is innovative. • I can use my knowledge of research and experience to know if my design is fit for purpose. • I can use market research to help my
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						design become a success.
Make						
Working with tools, equipment, materials and components to make quality products						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can learn to use simple tools safely and using a good technique. I can work with a range of materials. I can explore and experiment with new materials and techniques. I can make props and materials when role-playing characters in narratives and stories.	• I can follow basic procedures for safety and hygiene • I can perform practical tasks to make my product. • I can begin to measure, mark out, cut and shape a range of materials. • I can explore using a range of tools. • I can begin to assemble, join and combine materials and components together. • I can begin to use finishing techniques to improve the appearance of my product. • I can begin to select and use a particular range of materials and components for construction. • I can begin to select and use a particular range of materials and components for textiles. • I can begin to select and use a particular range of ingredients and equipment for cooking.	• I can follow procedures for safety and hygiene. • I can select and name appropriate tools. • I can learn to use hand tools safely and appropriately. • I can begin to measure, cut and score with some accuracy. • I can demonstrate how to cut, shape and join fabric. • I can assemble, join and combine materials in order to make a product. • I can use basic sewing techniques. • I can start to use appropriate finishing techniques based on my own ideas. • I can select and use a wide range of materials and components for construction. • I can select and use a wide range of materials and components for textiles. • I can select and use a wide range of ingredients and equipment for cooking.	• I can follow procedures for safety and hygiene. • I can select a wider range of tools and equipment appropriate for the task. • I can order the main stages of making my product. • I can measure, mark out, cut and shape materials with some accuracy. • I can assemble, join and combine materials with some accuracy. • I can apply a range of finishing techniques with some accuracy. • I can select and use a wider range of materials and components for construction. • I can select and use a wider range of materials and components for textiles. • I can select and use a wider range of ingredients and	• I can follow procedures for safety and hygiene. • I can select a wider range of tools and equipment appropriate for the task. • I can order the main stages of making my product, thinking about which tools and equipment I need in each stage. • I can measure, mark out, cut and shape materials and components with some accuracy. • I can assemble, join and combine materials and components with some accuracy. • I can apply a range of finishing techniques with some accuracy, focusing on aesthetics. • I can select and use a wider range of materials and components for construction. • I can select and use a wider range of materials and components for textiles.	• I can follow procedures for safety and hygiene. • I can select appropriate tools and equipment for the task, explaining my choices. • I can select appropriate materials, explaining my choice for aesthetic qualities. • I can select appropriate components, explaining my choice for functional properties. • I can accurately measure, mark out, cut and shape materials and components. • I can accurately assemble, join and combine materials and components. • I can accurately apply a range of finishing techniques, focusing on aesthetics and function. • I can use techniques which	• I can follow procedures for safety and hygiene. • I can confidently select appropriate tools and equipment for the task, explaining my choices. • I can confidently select appropriate materials, explaining my choice for aesthetic qualities. • I can confidently select appropriate components, explaining my choice for functional properties. • I can accurately measure, mark out, cut and shape materials and components. • I can accurately assemble, join and combine materials and components. • I can accurately apply a range of finishing techniques, focusing on aesthetics and function.

			equipment for cooking.	• I can select and use a wider range of ingredients and equipment for cooking. • I can select and use electrical components.	- involve a number of steps. • I can demonstrate resourcefulness when tackling practical problems. • I can select and use a wider range of materials and components for construction. • I can select and use a wider range of materials and components for textiles. • I can select and use a wider range of ingredients and equipment for cooking. • I can select and use electrical components. • I can select and use mechanical components.	• I can use techniques which involve a number of steps. • I can demonstrate resourcefulness when tackling practical problems, identifying what I need to adapt. • I can select and use a wider range of materials and components for construction. • I can select and use a wider range of materials and components for textiles. • I can select and use a wider range of ingredients and equipment for cooking. • I can select and use electrical components. • I can select and use mechanical components.
Evaluate						
Evaluating processes and products						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Existing Products						

I can share my creations with others explaining how I made it. I can say if I like my creation or not and give simple reasons why.	• I can identify what a product is. • I can identify who a product is for. • I can identify what products are for. • I can identify how products work. • I can identify where products might be used. • I can identify what materials products are made from. • I can explain what I like or dislike about existing products.	• I can explain what a product is. • I can explain who a product is for. • I can explain what products are for. • I can explain how products work. • I can explain where products might be used. • I can explain what materials products are made from. • I can explain what I like and dislike about existing products and why.	• I can identify how well a product has been made. • I can identify why materials might have been chosen. • I can identify how well products work. • I can identify how well products achieve their purpose. • I can investigate who designed and made the product. • I can investigate where products were designed and made. • I can investigate when products were designed and made. • I can investigate whether products can be recycled or reused. • I can research about different inventors. • I can research about different designers. • I can research about different engineers. • I can research about different chefs. • I can research about different manufacturers.	• I can explain how well a product has been made. • I can explain why materials might have been chosen. • I can explain how well products work. • I can explain how well products achieve their purpose. • I can investigate and analyse who designed and made the product. • I can investigate and analyse where products were designed and made. • I can investigate and analyse when products were designed and made. • I can investigate and analyse whether products can be recycled or reused. • I can research about different inventors. • I can research about different designers. • I can research about different engineers. • I can research about different chefs. • I can research about different manufacturers.	• I can explain how well a product has been designed. • I can explain how well a product has been made. • I can explain why materials might have been chosen. • I can explain what methods of construction have been used. • I can explain how well products work. • I can explain how well products achieve their purpose. • I can explain how well products meet user needs and wants. • I can investigate how much products cost. • I can investigate how innovative products are. • I can investigate how sustainable the materials in a product are. • I can investigate what impact products have beyond their intended purpose. • I can research about different inventors. • I can research about different designers.	• I can explain how well a product has been designed. • I can explain how well a product has been made. • I can explain why materials might have been chosen. • I can explain what methods of construction have been used. • I can explain how well products work. • I can explain how well products achieve their purpose. • I can explain how well products meet user needs and wants. • I can investigate and analyse how much products cost. • I can investigate and analyse how innovative products are. • I can investigate and analyse how sustainable the materials in a product are. • I can investigate and analyse what impact products have beyond their intended purpose. • I can research about different inventors.
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					• I can research about different engineers. • I can research about different chefs. • I can research about different manufacturers.	• I can research about different designers. • I can research about different engineers. • I can research about different chefs. • I can research about different manufacturers.
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Own ideas and products

• I can talk about my own design. • I can make simple judgements about my own product. • I can say what is good or bad about my product.	• I can discuss my design in further detail. • I can make simple judgements about my own product against the success criteria. • I can say what is good or bad about my product and suggest changes.	• I can identify strengths and areas for development in my ideas and products, • I can consider the views of my classmates about my product. • I can refer back to my design criteria as I am designing my product.	• I can identify the strengths and areas for development in my ideas and products. • I can consider the views of my classmates to improve my product. • I can refer back to my design criteria as I am designing my product.	• I can identify the strengths and areas for development in my ideas and products. • I can consider the views of others, including the intended users to improve my product. • I can critically evaluate the quality of my design.	• I can identify the strengths and areas for development in my ideas and products. • I can consider the views of others, including the intended users to improve my product. • I can critically evaluate the quality of my design.
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			• I can refer back to my design criteria as I am making the product. • I can use the design criteria to say what is good or bad about my product.	• I can refer back to my design criteria as I am making the product. • I can use the design criteria to evaluate my product.	• I can critically evaluate whether my design is fit for purpose.	• I can critically evaluate the manufacture of my design. • I can critically evaluate whether my design is fit for purpose during designing. • I can critically evaluate whether my design is fit for purpose during making.
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Food and Nutrition

Where food comes from and food preparation, cooking and nutrition

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can name the common foods we eat and know which are healthy. I can make healthy food choices and talk about my reasoning. I understand about basic hygiene including washing my hands before eating or preparing food.	• I can begin to understand that all food comes from plants or animals. • I can explore the understanding that food has to be farmed, grown elsewhere or caught. • I can start to name and sort foods into groups. • I can begin to understand that everyone should eat at least five portions of fruit and vegetables every day. • I can understand how to prepare simple dishes safely and hygienically, without using a heat source.	• I can understand that all food comes from plants or animals. • I know that food has been farmed, grown elsewhere or caught. • I understand how to name and sort foods into the five groups in 'The Eatwell Plate'. • I can explain how everyone should eat at least five portions of fruit and vegetables every day. • I can demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • I can demonstrate how to use techniques such as cutting, peeling and grating.	• I can begin to understand that food is grown, reared and caught in the UK, Europe and wider world. • I can understand how to cook and prepare dishes hygienically, including the use of a heat source. • I can begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • I can understand that a healthy diet is made up from a variety and balance of	• I can understand that food is grown, reared and caught in the UK, Europe and wider world. • I can understand how to cook and prepare a variety of dishes hygienically, including the use of a heat source. • I can understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • I can explain how a healthy diet is made up from a variety and balance of different food and drink. • I can explain that food and drink are	• I can understand how food is grown, reared and caught in the UK, Europe and wider world. • I can begin to understand that seasons may affect the food available. • I can begin to understand how food is processed into ingredients that can be eaten or used in cooking. • I can prepare and cook a variety of predominantly savoury dishes safely and hygienically, using a heat source. • I can use a range of techniques such as peeling, chopping, slicing, grating,	• I can fully understand how food is grown, reared and caught in the UK, Europe and wider world. • I can understand that seasons may affect the food available. • I can understand how food is processed into ingredients that can be eaten or used in cooking. • I can prepare and cook a variety of predominantly savoury dishes safely and hygienically, using a heat source. • use a range of techniques such as peeling, chopping,

	• I can cut, peel and grate food.		different food and drink. • I can start to understand that food and drink are needed to provide energy for the body to help us be active and healthy.	needed to provide energy for the body to help us be active and healthy.	mixing, spreading, kneading and baking. • I can understand that recipes can be adapted to change the appearance, taste, texture and aroma. • I can begin to note that different food and drink contain different nutrients, water and fibre.	slicing, grating, mixing, spreading, kneading and baking. • I can explain how recipes can be adapted to change the appearance, taste, texture and aroma. • I can explain how different food and drink contain different nutrients, water and fibre.
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Technical Knowledge

Making products work

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	• I can start to understand how simple mechanisms such as levers and sliders work. • I can start to understand how structures can be made stronger, stiffer and more stable. • I can start to understand how food ingredients should be combined. • I can start to use correct vocabulary based on what I am making.	• I can understand how simple mechanisms such as levers, sliders, wheels and axles work. • I can understand how structures can be made stronger, stiffer and more stable. • I can understand how food ingredients should be combined based on their sensory characteristics. • I can understand that a textiles product can be assembled from two identical fabric shapes to make it 3D. • I can use correct vocabulary based on what I am making.	• I can use knowledge from science to help design and make products that work. <i>(Base this on science learning previously taught.)</i> • I can use knowledge from mathematics to help design and make products that work. <i>(Base this on mathematic learning previously taught.)</i> • I can start to understand how materials can have functional properties as well as aesthetic properties. • I can start to understand how materials can be combined and mixed	• I can use knowledge from science to help design and make products that work. <i>(Base this on science learning previously taught.)</i> • I can use knowledge from mathematics to help design and make products that work. <i>(Base this on mathematic learning previously taught.)</i> • I can understand how materials can have functional properties as well as aesthetic properties. • I can understand how materials can be combined and mixed to create more useful characteristics.	• I can use knowledge from science to help design and make products that work. <i>(Base this on science learning previously taught.)</i> • I can use knowledge from mathematics to help design and make products that work. <i>(Base this on mathematic learning previously taught.)</i> • I can explain how materials can have functional properties as well as aesthetic properties. • I can combine and mix materials to make more useful characteristics.	• I can use knowledge from science to help design and make products that work. <i>(Base this on science learning previously taught.)</i> • I can use knowledge from mathematics to help design and make products that work. <i>(Base this on mathematic learning previously taught.)</i> • I can explain and give examples of how materials can have functional properties as well as aesthetic properties. • I can combine and mix materials to improve my design. • I can explain how electrical and

			to create more useful characteristics. • I can understand that mechanical systems have an input, process and output. • I can use the correct technical vocabulary for the projects I am undertaking. • I can begin to understand how mechanical systems such as levers and linkages or pneumatic systems create movement. • I can begin to program a computer to control my products. • I can understand how to make strong, stiff shell structures. • I can understand that a single fabric shape can be used to make a 3D textiles product. • I can understand that food ingredients can be fresh, pre-cooked and processed.	• I can understand that electrical systems have an input, process and output. • I can use the correct technical vocabulary for the projects I am undertaking. • I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement. • I can understand how simple electrical circuits and components can be used to create functional products. • I can program a computer to control my products. • I can make strong, stiff shell structures. • I can understand that a single fabric shape can be used to make a 3D textiles product. • I can understand that food ingredients can be fresh, pre-cooked and processed.	• I can understand that electrical and mechanical systems have an input, process and output. • I can use the correct technical vocabulary for the projects I am undertaking. • I can understand how mechanical systems such as cams, pulleys or gears create movement. • I can program a computer to monitor changes in the environment to control my product. • I can reinforce and strengthen a 3D frame. • I understand that 3D textiles products can be made from a combination of fabric shapes. • I can adapt a recipe by adding or substituting ingredients.	mechanical systems have an input, process and output. • I can use the correct technical vocabulary for the projects I am undertaking. • I can create movement using cams, pulleys or gears. • I can use more complex electrical circuits and components to create functional products. • I can reinforce and strengthen a 3D frame. • I can create 3D textiles products from a combination of fabric shapes. • I can adapt a recipe by adding or substituting ingredients.
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VIPERS – VOCABULARY(in the context of Design and Technology)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<u>Slider & Levers:</u>	<u>Wheels & Axles:</u>	<u>Levers & Linkages:</u>	<u>Levers & Linkages:</u>	<u>Pulleys or Gears:</u>	<u>Pulleys or Gears:</u>

	slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function	vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional	mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brie	mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brie <u>Simple Circuits & Switches:</u> series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor. circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief <u>More complex switches & circuits:</u> series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart, function, innovative, design specification, design brief, user, purpose <u>Healthy and Varied Diet & Seasonality:</u> Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins,	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor. circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief <u>More complex switches & circuits:</u> series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart, function, innovative, design specification, design brief, user, purpose <u>Healthy and Varied Diet & Seasonality:</u> Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins,
	<u>Preparing Fruit & Vegetables:</u> fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp,	<u>Preparing Fruit & Vegetables:</u> fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard,	<u>Healthy & Varied Diet:</u> name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic,	<u>Healthy & Varied Diet:</u> name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh,	<u>Healthy and Varied Diet & Seasonality:</u> Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs,	<u>Healthy and Varied Diet & Seasonality:</u> Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs,

	crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief	nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief
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National Curriculum		
EYFS	KS1	KS2
ELG - Expressive Arts & Design - Creating with Materials Draw and paint using a range of tools, materials and techniques experimenting with colour, design, texture, form and function. Share their creations explaining the processes they have used. Make props and materials when role-playing characters in narratives and stories.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design ♣ purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design ♣ 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 ♣ 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 ♣ 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 Technical knowledge

	♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.	♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 2 ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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