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| Column A | Column B | Column C | Column D |
| Subject | Unique Domain Code | “Big ideas” used to track each pupils summative progress at strategic assessment points | Statements |
| Year 1  Design and Technology | 1 Designing 0.1 | Understanding  contexts, users  and purposes | * Can begin to work within a range of contexts * Can begin to state what products they are designing and making * Can say whether their products are for themselves or other users * Describes what their products are for * Can say how their products will work * Can say how they will make their products suitable for their intended users * Uses simple design criteria to help develop their ideas |
|  | 1 Designing 0.2 | Generating,  developing,  modelling and  communicating  ideas | * Generates ideas by drawing on their own experiences * Is beginning to use knowledge of existing products to help come up with ideas * Develops and communicates ideas by talking and drawing * Can begin to model ideas by exploring materials, components and construction kits and by making templates and mock-ups * Is beginning use information and communication technology, where appropriate, to develop and communicate their ideas |
|  | 1 Making 0.1 | Planning | * Can plan by suggesting what to do next * Can select from a range of tools and equipment, explaining their choices * Is beginning to select from a range of materials and components   according to their characteristics |
|  | 1 Making 0.2 | Practical skills and techniques | * Can follow procedures for safety and hygiene * Is beginning to use a range of materials and   components, including  construction materials and kits, textiles, food ingredients and mechanical components   * Is beginning to measure, mark out, cut and shape materials and components * Can begin to assemble, join and combine material and components * Is beginning to use finishing techniques, including those from art and   design |
|  | 1 Evaluating 0.1 | Own ideas and products | * Can begin to talk about their design ideas and what they are making * Can begin to make simple judgements about their products and ideas against design criteria * Can begin to suggest how their products could be improved |
|  | 1 Evaluating 0.2 | Existing products | * Can begin to explore what products are * Can begin to explore who products are for * Can begin to explore what products are for * Can begin to explore how products work * Can begin to explore how products are used * Can begin to explore where products might be used * Can begin to explore what materials products are * made from * Can begin to explore what they like and dislike about   products |
|  | 1 Evaluating 0.3 | Key events and individuals | Not a requirement in KS1 |
|  | 1 Technical knowledge 0.1 | Making products work | * Knows about the simple working characteristics of materials and components * Knows about the movement of simple mechanisms such as levers, sliders, wheels and axles * Knows how freestanding structures can be made stronger, stiffer and more stable |
|  | 1 Cooking and Nutrition 0.1 | Where food comes from | * Is beginning to understand that all food comes from plants or animals * Is beginning to understand that food has to be farmed,   grown elsewhere (e.g. home) or caught |
|  | 1 Cooking and Nutrition 0.2 | Food preparation,  cooking and nutrition | * Is beginning to name and sort foods into the five groups in The   eatwell plate   * Is beginning to understand that everyone should eat at   least five portions of fruit and vegetables every day   * Is beginning to understand how to prepare simple dishes safely and hygienically, without using a heat source * Is beginning to understand how to use techniques such as cutting, peeling and grating |

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| Year 2  Design and Technology | 2 Designing 0.1 | Understanding  contexts, users  and purposes | * Can confidently work within a range of contexts * Can confidently state what products they are designing and making * Can say whether their products are for themselves or other users * Can describe in some detail what their products are for * Can say in some detail how their products will work * Can say in some detail how they will make their products suitable for their intended users * Uses a more detailed design criteria to help develop their ideas |
|  | 2 Designing 0.2 | Generating,  developing,  modelling and  communicating  ideas | * Confidently generates ideas by drawing on their own experiences * Is secure in their knowledge of existing products to help come up with ideas * Confidently develops and communicates ideas by talking and drawing * Can model ideas by exploring materials, components and construction kits and by making templates and mock-ups * Can use information and communication technology, where appropriate, to develop and communicate their ideas |
|  | 2 Making 0.1 | Planning | * Can confidently plan by suggesting what to do next * Can confidently select from a range of tools and equipment, explaining their choices * Can select from a range of materials and components   according to their characteristics |
|  | 2 Making 0.2 | Practical skills and techniques | * Can securely follow procedures for safety and hygiene * Is using a range of materials and components, including   construction materials and kits, textiles, food ingredients and mechanical components with confidence and growing independence   * Can measure, mark out, cut and shape materials and components with little help * Can assemble, join and combine material and components with little help * Is using finishing techniques, including those from art and   design |
|  | 2 Evaluating 0.1 | Own ideas and products | * Can confidently talk about their design ideas and what they are making * Can confidently make simple judgements about their products and ideas against design criteria * Can suggest how their products could be improved |
|  | 2 Evaluating 0.2 | Existing products | * Can independently explore what products are * Can independently explore who products are for * Can independently explore what products are for * Can independently explore how products work * Can independently explore how products are used * Can independently explore where products might be used * Can independently explore what materials products are made from * Can independently explore what they like and dislike about products |
|  | 2 Evaluating 0.3 | Key events and individuals | * Knows about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products |
|  | 2 Technical knowledge 0.1 | Making products work | * Knows about the simple working characteristics of materials and components * Knows about the movement of simple mechanisms such as levers, sliders, wheels and axles * Knows how freestanding structures can be made stronger, stiffer and more stable * Knows that a 3-D textiles product can be assembled from two identical fabric shapes * Knows that food ingredients should be combined according to their sensory characteristics * Knows the correct technical vocabulary for the projects they are undertaking |
|  | 2 Cooking and Nutrition 0.1 | Where food comes from | * Can understand that all food comes from plants or animals * Can understand that food has to be farmed,   grown elsewhere (e.g. home) or caught |
|  | 2 Cooking and Nutrition 0.2 | Food preparation,  cooking and nutrition | * Can name and sort foods into the five groups in The   eatwell plate   * Knows that everyone should eat at   least five portions of fruit and vegetables every day   * Can with increasing confidence prepare simple dishes safely and hygienically, without using a heat source * Can with increasing confidence use techniques such as cutting, peeling and grating |

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| Year 3/4  Design and Technology | 3/4 Designing 0.1 | Understanding  contexts, users  and purposes | * Is able to work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment * Is able to describe the purpose of their products * Is able to indicate the design features of their products that will appeal to intended users * Is able to explain how particular parts of their products work * Is able to gather information about the needs and wants of particular individuals and groups * Is able to develop their own design criteria and use these to inform their ideas |
|  | 3/4 Designing 0.2 | Generating,  developing,  modelling and  communicating  ideas | * Is able to share and clarify ideas through discussion * Is able to model their ideas using prototypes and pattern pieces * Is able to use annotated sketches, cross-sectional drawings and exploded diagrams to develop and   communicate their ideas   * Is able to use computer-aided design to develop and communicate their ideas * Is able to generate realistic ideas, focusing on the needs of the user * Is able to make design decisions that take account of the availability of resources |
|  | 3/4 Making 0.1 | Planning | * Is able to select tools and equipment suitable for the task * Is able to explain their choice of tools and equipment in relation to the skills and techniques they will be using * Is able to select materials and components suitable for the task * Is able to explain their choice of materials and components according to functional properties and   aesthetic qualities   * Is able to order the main stages of making |
|  | 3/4 Making 0.2 | Practical skills and techniques | * Is able to follow procedures for safety and hygiene * Is able to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components * Is able to measure, mark out, cut and shape materials and components with some accuracy * Is able to assemble, join and combine materials and components with some accuracy * Is able to apply a range of finishing techniques, including those from art and design, with some   accuracy |
|  | 3/4 Evaluating 0.1 | Own ideas and products | * Is able to identify the strengths and areas for development in their ideas and products * Is able to consider the views of others, including intended users, to improve their work * Is able to refer to their design criteria as they design and make * Is able to use their design criteria to evaluate their completed products |
|  | 3/4 Evaluating 0.2 | Existing products | * Is able to investigate and analyse how well products have been designed * Is able to investigate and analyse how well products have been made * Is able to investigate and analyse why materials have been chosen * Is able to investigate and analyse what methods of construction have been used * Is able to investigate and analyse how well products work * Is able to investigate and analyse how well products achieve their purposes * Is able to investigate and analyse how well products meet user needs and wants * Is able to investigate and analyse who designed and made the products * Is able to investigate and analyse where products were designed and made * Is able to investigate and analyse when products were designed and made * Is able to investigate and analyse whether products can be recycled or reused |
|  | 3/4 Evaluating 0.3 | Key events and individuals | * Knows about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products |
|  | 3/4 Technical knowledge 0.1 | Making products work | * Knows how to use learning from science to help design and make products that work * Knows how to use learning from mathematics to help design and make products that work * Knows that materials have both functional properties and aesthetic qualities * Knows that materials can be combined and mixed to create more useful characteristics * Knows that mechanical and electrical systems have an input, process and output * Knows the correct technical vocabulary for the projects they are undertaking * Knows how mechanical systems such as levers and linkages or pneumatic systems create movement * Knows how simple electrical circuits and components can be used to create functional products * Knows how to program a computer to control their products * Knows how to make strong, stiff shell structures * Knows that a single fabric shape can be used to make a 3D textiles product * Knows that food ingredients can be fresh, pre-cooked and processed |
|  | 3/4 Cooking and Nutrition 0.1 | Where food comes from | * Knows that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens   and cattle) and caught (such as fish) in the UK, Europe and the wider world |
|  | 3/4 Cooking and Nutrition 0.2 | Food preparation,  cooking and nutrition | * Knows how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source * Knows how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking * Knows that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate * Knows that to be active and healthy, food and drink are needed to provide energy for the body |

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| Subject | Unique Domain Code | “Big ideas” used to track each pupils summative progress at strategic assessment points | Statements |
| Year 5/6  Design and Technology | 5/6 Designing 0.1 | Understanding  contexts, users  and purposes | * Is able to work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment * Is able to describe the purpose of their products * Is able to indicate the design features of their products that will appeal to intended users * Is able to explain how particular parts of their products work * Is able to gather information about the needs and wants of particular individuals and groups * Is able to develop their own design criteria and use these to inform their ideas   carry out research, using surveys, interviews, questionnaires and web-based resources   * is able to identify the needs, wants, preferences and values of particular individuals and groups * is able to develop a simple design specification to guide their thinking |
|  | 5/6 Designing 0.2 | Generating,  developing,  modelling and  communicating  ideas | * Is able to share and clarify ideas through discussion * Is able to model their ideas using prototypes and pattern pieces * Is able to use annotated sketches, cross-sectional drawings and exploded diagrams to develop and   communicate their ideas   * Is able to use computer-aided design to develop and communicate their ideas * Is able to generate realistic ideas, focusing on the needs of the user * Is able to make design decisions that take account of the availability of resources * Is able to generate innovative ideas, drawing on research * Is able to make design decisions, taking account of constraints such as time, resources and cost |
|  | 5/6 Making 0.1 | Planning | * Is able to select tools and equipment suitable for the task * Is able to explain their choice of tools and equipment in relation to the skills and techniques they will be using * Is able to select materials and components suitable for the task * Is able to explain their choice of materials and components according to functional properties and   aesthetic qualities   * Is able to order the main stages of making * Is able to produce appropriate lists of tools, equipment and materials that they need * Is able to formulate step-by-step plans as a guide to making |
|  | 5/6 Making 0.2 | Practical skills and techniques | * Is able to follow procedures for safety and hygiene * Is able to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components * Is able to measure, mark out, cut and shape materials and components with some accuracy * Is able to assemble, join and combine materials and components with some accuracy * Is able to apply a range of finishing techniques, including those from art and design, with some   accuracy   * accurately measure, mark out, cut and shape materials and components * Is able to accurately assemble, join and combine materials and components * Is able to accurately apply a range of finishing techniques, including those from art and design * Is able to use techniques that involve a number of steps * Is able to demonstrate resourcefulness when tackling practical problems |
|  | 5/6 Evaluating 0.1 | Own ideas and products | * Is able to identify the strengths and areas for development in their ideas and products * Is able to consider the views of others, including intended users, to improve their work * Is able to refer to their design criteria as they design and make * Is able to use their design criteria to evaluate their completed products * Is able to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make * Is able to evaluate their ideas and products against their original design specification * Is able to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make * Is able to evaluate their ideas and products against their original design specification |
|  | 5/6 Evaluating 0.2 | Existing products | * Is able to investigate and analyse how well products have been designed * Is able to investigate and analyse how well products have been made * Is able to investigate and analyse why materials have been chosen * Is able to investigate and analyse what methods of construction have been used * Is able to investigate and analyse how well products work * Is able to investigate and analyse how well products achieve their purposes * Is able to investigate and analyse how well products meet user needs and wants * Is able to investigate and analyse who designed and made the products * Is able to investigate and analyse where products were designed and made * Is able to investigate and analyse when products were designed and made * Is able to investigate and analyse whether products can be recycled or reused * Is able to investigate and analyse how much products cost to make * Is able to investigate and analyse how innovative products are * Is able to investigate and analyse how sustainable the materials in products are * Is able to investigate and analyse what impact products have beyond their intended purpose |
|  | 5/6 Evaluating 0.3 | Key events and individuals | * Knows about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products |
|  | 5/6 Technical knowledge 0.1 | Making products work | * Knows how to use learning from science to help design and make products that work * Knows how to use learning from mathematics to help design and make products that work * Knows that materials have both functional properties and aesthetic qualities * Knows that materials can be combined and mixed to create more useful characteristics * Knows that mechanical and electrical systems have an input, process and output * Knows the correct technical vocabulary for the projects they are undertaking * Knows how mechanical systems such as levers and linkages or pneumatic systems create movement * Knows how simple electrical circuits and components can be used to create functional products * Knows how to program a computer to control their products * Knows how to make strong, stiff shell structures * Knows that a single fabric shape can be used to make a 3D textiles product * Knows that food ingredients can be fresh, pre-cooked and processed * how mechanical systems such as cams or pulleys or gears create movement * knows how more complex electrical circuits and components can be used to create functional   products   * knows how to program a computer to monitor changes in the environment and control their products * knows how to reinforce and strengthen a 3D framework * knows that a 3D textiles product can be made from a combination of fabric shapes * knows that a recipe can be adapted by adding or substituting one or more ingredients |
|  | 5/6 Cooking and Nutrition 0.1 | Where food comes from | * Knows that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens   and cattle) and caught (such as fish) in the UK, Europe and the wider world   * Knows that seasons may affect the food available * Knows how food is processed into ingredients that can be eaten or used in cooking |
|  | 5/6 Cooking and Nutrition 0.2 | Food preparation,  cooking and nutrition | * Knows how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source * Knows how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking * Knows that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate * Knows that to be active and healthy, food and drink are needed to provide energy for the body * Knows that recipes can be adapted to change the appearance, taste, texture and aroma * Knows that different food and drink contain different substances – nutrients, water and fibre – that   are needed for health |