

	YEAR 1	END OF Y1 EXPECTATIONS (TT)	YEAR 2	END OF Y2 / KS1 EXPECTATIONS
DESIGN	<ul style="list-style-type: none"> • Have own ideas • explain what I want to do • explain what my product is for, and how it will work • use pictures and words to plan, begin to use models • design a product for myself following design criteria • research similar existing products 	<ul style="list-style-type: none"> • create simple designs for a product • use pictures and words to describe what he/she wants to do 	<ul style="list-style-type: none"> • have own ideas and plan what to do next explain what I want to do and describe how I may do it • explain purpose of product, how it will work and how it will be suitable for the user • describe design using pictures, words, models, diagrams, begin to use ICT design products for myself and others following design criteria • choose best tools and materials, and explain choices • use knowledge of existing products to produce ideas 	<p>DT1/I.1a design purposeful, functional, appealing products for themselves and other users based on design criteria [TT matches]</p> <p>DT1/I.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology [TT matches]</p>
MAKE	<ul style="list-style-type: none"> • explain what I'm making and why consider what I need to do next • select tools/equipment to cut, shape, join, finish and explain choices • measure, mark out, cut and shape, with support • choose suitable materials and explain choices try to use finishing techniques to make product look good • work in a safe and hygienic manner. 	<ul style="list-style-type: none"> • select from and use a range of tools, equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]. • use a range of tools to cut, join and combine materials and components safely. 	<ul style="list-style-type: none"> • explain what I am making and why it fits the purpose • make suggestions as to what I need to do next. join materials/components together in different ways • measure, mark out, cut and shape materials and components, with support • describe which tools I'm using and why • choose suitable materials and explain choices depending on characteristics. use finishing techniques to make product look good • work safely and hygienically. 	<p>DT1/I.2a select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT1/I.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>[TT – choose appropriate tools, equipment and materials from a wide range]</p> <p>[TT - safely measure, mark out, cut and shape materials and components using a range of tools]</p>

TECHNICAL KNOWLEDGE	EVALUATE	<ul style="list-style-type: none"> talk about my work, linking it to what I was asked to do talk about existing products considering: use, materials, how they work, audience, where they might be used talk about existing products, and say what is and isn't good talk about things that other people have made begin to talk about what could make product better. 	<ul style="list-style-type: none"> ask simple questions about existing products and those that he/she has made 	<ul style="list-style-type: none"> describe what went well, thinking about design criteria talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion evaluate how good existing products are talk about what I would do differently if I were to do it again and why 	<p>DTI/1.3a explore and evaluate a range of existing products</p> <p>DTI/1.3b evaluate their ideas and products against design criteria</p> <p>[TT – evaluate and assess existing products and those that he/she has made using a design criteria].</p>
	MATERIALS / STRUCTURES	<ul style="list-style-type: none"> begin to measure and join materials, with some support describe differences in materials suggest ways to make material/product stronger. 	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> measure materials describe some different characteristics of materials join materials in different ways use joining, rolling or folding to make it stronger use own ideas to try to make product stronger. 	<p>DTI/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>[TT – investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable].</p>
	MECHANISMS	<ul style="list-style-type: none"> begin to use levers or sliders. 		<ul style="list-style-type: none"> use levers or sliders begin to understand how to use wheels and axles 	<p>DTI/1.4b explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. [TT matches]</p>
	COOKING AND NUTRITION	<ul style="list-style-type: none"> describe textures wash hands & clean surfaces think of interesting ways to decorate food say where some foods come from, (i.e. plant or animal) describe differences between some food groups (i.e. sweet, vegetable etc.) discuss how fruit and vegetables are healthy cut, peel and grate safely, with support. 	<ul style="list-style-type: none"> talk about what he/she eats at home and begin to discuss what healthy foods are say where some food comes from and give examples of food that is grown use simple tools, with help, to prepare food safely 	<ul style="list-style-type: none"> explain hygiene and keep a hygienic kitchen describe properties of ingredients and importance of varied diet say where food comes from (animal, underground etc.) describe how food is farmed, home-grown, caught draw eat well plate; explain there are groups of food describe “five a day” cut, peel and grate with increasing confidence. 	<p>DTI/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>[TT – understand the need for a variety of food in a diet]</p> <p>DTI/2.1b understand where food comes from.</p> <p>[TT – understand that all food has to be farmed, grown or caught]</p> <p>[TT – use a wide range of cookery techniques to prepare food safely].</p>