



Year One

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas by drawing on their own and other people's experiences with support.
- Develop ideas by shaping materials and putting together components with support.
- Talk about their ideas.
- Plan by suggesting what to do next as their ideas develop with support.
- Communicate their ideas using a variety of methods, including drawing and making simple models with support.

Target Tracker Statements

- Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and nutrition)
- Say where some food comes from and give examples of food that is grown. (Cooking and nutrition)
- Create simple designs for a product. (Processes)
- Use pictures and words to describe what he/she wants to do. (Processes)

Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- select tools, techniques and materials for making their product from a range suggested by the teacher
 - measure, mark out, cut and shape a range of materials with support
 - assemble, join and combine materials and components with support
- investigate simple finishing techniques to improve the appearance of their product, using a range of equipment

Target Tracker Statements

- Select from and use a range of tools and equipment to perform practical tasks e.g.
- Cutting, shaping, joining and finishing. (Processes)
- Use a range of simple tools to cut, join and combine materials and components safely. (Processes)
- Use simple tools with help to prepare food safely. (Cooking and nutrition)
- Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)
- Use wheels and axels in a product. (Processes)

Evaluating processes and products.

Pupils should be taught to:

- Talk about their ideas, saying what they like and dislike with some support or prompting questions.
- Identify how they could improve some of their work in the future.

Target Tracker Statements

- Ask simple questions about existing products and those that he/she has made. (Processes)



Year Two

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas by drawing on their own and other people's experiences
- Develop ideas by shaping materials and putting together components
- Talk about their ideas using appropriate vocabulary.
- Plan by suggesting what to do next as their ideas develop
- Communicate their ideas using a variety of methods, including drawing and making simple models

Target Tracker Statements

- Understand the need for a variety of food in a diet. (Cooking and nutrition)
- Understand that all food has to be farmed, grown or caught. (Cooking and nutrition)
- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)
- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and

communication technology.
(Processes)

Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- Select tools, techniques and materials for making their product from a range made available by the teacher
- Explore the sensory qualities of materials and suggest what they could be used for, E.g. this is flexible so it could be used to cover something (link to science properties of materials)
- Measure, mark out, cut and shape a range of materials
- Assemble, join and combine materials and components
- Use simple finishing techniques to improve the appearance of their product with some direction from the teacher.
- Follow safe procedures for food safety and hygiene.

Target Tracker Statements

- Use a wider range of cookery techniques to prepare food safely. (Cooking and nutrition)
- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)
- Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)
- Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)
- Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)

Evaluating processes and products.

Pupils should be taught to:

- Talk about their ideas, saying what they like and dislike
- Identify what they could have done differently or how they could improve their work in the future.

Target Tracker Statements

- Evaluate and assess existing products and those that he/she has made using design criteria.
(Processes)



Year Three

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas by drawing on their own and other people's experiences using a range of sources, E.g. ICT, models, books and made products.
- Develop ideas by shaping materials and putting together components, following agreed success criteria.
- Talk about their ideas using technical vocabulary.
- Plan by suggesting what to do next as their ideas develop taking account of how well the previous step has been.
- Communicate their ideas using a variety of methods, including labeled drawing and making models.

Target Tracker Statements

- Talk about the different food groups and name food from each group. (Cooking and nutrition)
- Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and nutrition)
- Use knowledge of existing products to design his/her own functional product. (Processes)
- Create designs using annotated sketches, cross sectional diagrams and simple computer programs. (Processes)
- Understand how mechanical systems such as levers and linkages

or pneumatic systems create movement. (Processes)

Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- Select tools, techniques and materials for making their product from a range.
- Explore the sensory qualities of materials and suggest which material would be best suited for a given task.
- Measure, mark out, cut and shape a range of materials with increasing accuracy.
- Assemble, join and combine materials and components with increasing accuracy.
- Use simple finishing techniques to improve the appearance of their product, using a range of equipment
- Follow safe procedures for food safety and hygiene.

Target Tracker Statements

- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and nutrition)
- Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)
- Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)
- Strengthen frames using diagonal struts. (Processes)

Evaluating processes and products.

Pupils should be taught to:

- Talk about their ideas as they work, saying what they like and dislike and say if it meets the success criteria.
- Identify what they have done well and make suggestions on how they could improve their work in the future.

Target Tracker Statements

- Investigate and analyze existing products and those he/she has made, considering a wide range of factors. (Processes)



Year Four

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas for products after thinking about who will use them and what they will be used for.
- Develop ideas and explain them clearly, putting together a list using success criteria.
- Plan what they have to do, suggesting a sequence of actions and be able to develop their own success criteria.
- Communicate design ideas in different ways as these develop, bearing in mind the purpose for which it is intended.

Target Tracker Statements

- Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and nutrition)
- Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and nutrition)
- Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)
- Create designs using exploded diagrams. (Processes)

Working with tools, equipment, materials and components to make quality products.

<p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Select tools and techniques for making their product ● Find through trial and error different ways of making their product. ● Explore the sensory qualities of materials and how to use materials and processes to meet success criteria ● Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately ● Use finishing techniques to strengthen and improve the appearance of their product to meet success criteria. ● Follow safe procedures for food safety and hygiene and produce checklists. 	<p style="text-align: center;"><u>Target Tracker Statements</u></p> <ul style="list-style-type: none"> ● Read and follow recipes which involve several processes, skills and techniques. (Cooking and nutrition) ● Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks, (Processes) ● Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) ● Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes) ● Understand and use electrical systems in products. (Processes)
<p style="text-align: center;">Evaluating processes and products.</p>	
<p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Reflect on the progress of their work and identify ways they could improve their products in the future. 	<p style="text-align: center;"><u>Target Tracker Statements</u></p>

- carry out appropriate tests before making any improvements
- recognize that the quality of a product depends on how well it is made and how well it meets its intended purpose
- [For example, does the product do the job that it is designed for?

- Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)



Year Five

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- Develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- Plan what they have to do, suggesting a sequence of actions and alternatives, if needed
- Communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.

Target Tracker Statements

- Understand the main food groups and the different nutrients that are important for health. (Cooking and nutrition)
- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable. (Cooking and nutrition)
- Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)
- Create prototypes to show his/her ideas. (Processes)

- Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes)
- Make detailed evaluations about existing products and his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)

Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- Select appropriate tools and techniques for making their product
- Suggest alternative ways of making their product, if first attempts fail
- Explore the sensory qualities of materials and how to use materials and processes in developing and achieving success criteria.
- Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately for given success criteria.
- Use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment
- Explain and follow safe procedures for food safety and hygiene.

Target Tracker Statements

- Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and nutrition)
- Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)
- Build more complex 3D structures and apply his/her knowledge of

	<p>strengthening techniques to make them stronger or more stable. (Processes)</p> <ul style="list-style-type: none">• Understand how to use more complex mechanical and electrical systems. (Processes)
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Evaluating processes and products.

<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Pupils should be taught to:• Reflect on the progress of their work as they design and make, identifying ways they could improve their products• Carry out appropriate tests before making any improvements• Recognize that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations.	
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Year Six

Developing, planning and communicating ideas.

Pupils should be taught to:

- Generate ideas for alternative products (creative) after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- Develop ideas and explain them clearly, using success criteria showing previous knowledge to show what they want their design to achieve
- Plan in a variety of ways (video, written, flow diagram, computer program) what they have to do, suggesting a sequence of actions and alternatives, if processes are unsuccessful or not aesthetically pleasing.
- Communicate design ideas in clear labeled formats explaining techniques, sequences and materials to be used as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.

Target Tracker Statements

- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and nutrition)
- Use information on food labels to inform choices. (Cooking and nutrition)
- Research, plan and prepare and cook a savory dish, applying his/her knowledge of ingredients and his/her technical skills. (Cooking and nutrition)
- Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

pattern pieces and computer aided design. (Processes)

- Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)

Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- Select appropriate tools and techniques for making their product and be able to explain their choices.
- Provide suggestions for alternative ways of making their product.
- Explore the sensory qualities of materials and how to use materials and processes to meet specific design criteria.
- Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials to meet design specifications.
- Use finishing techniques to strengthen and improve the appearance of their product to meet specific design criteria, using a range of equipment including ICT
- Make own risk assessments to ensure safe procedures for food safety and hygiene are followed.

Target Tracker Statements

- Use technical knowledge and accurate skills to problem solve during the making process. (Processes)
- Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)
- Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)

Evaluating processes and products.

Pupils should be taught to:

- Reflect on the progress of their work as they design and make, identifying ways they could improve their products by improving their design specification.
- Carry out appropriate tests before making any improvements and use the findings to modify the design specification.
- Recognize that the quality of a product depends on how well it is made and how well it meets its intended purpose and consider how it could be made more efficiently or cheaply. [For example, how well products meet social, economic and environmental considerations].

Target Tracker Statements

- Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products that he/she have made. (Processes)