CHERBOURG PRIMARY SCHOOL

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Knowledge and Skills Year R to Year 6

Design and Technology at Cherbourg Primary School is an ambitious, practical and inclusive subject taught from the Early Years Foundation Stage to the end of Key Stage 2. It ensures all pupils, including those from disadvantaged backgrounds, develop the creativity, knowledge and practical skills needed for future success.

The curriculum is underpinned by a clear and progressive Design, Make and Evaluate cycle, which is embedded across all year groups. Pupils are taught to design purposeful products, make them using appropriate tools and techniques and evaluate their outcomes against clear criteria, using feedback to refine and improve their work.

From EYFS onwards, pupils explore, build and experiment with a range of materials and tools. Early experiences focus on purposeful play that introduces the foundations of designing, making and evaluating, which are systematically developed throughout the school.

The curriculum is carefully sequenced across four key areas - mechanisms, structures, textiles and cooking and nutrition - ensuring clear progression in knowledge and skills while consistently applying the design cycle.

In mechanisms, pupils progress from simple moving parts in EYFS/KS1, to combined mechanical systems in Lower KS2 and electrical and control systems in Upper KS2, developing increasingly complex functional designs through testing and evaluation.

In structures, pupils move from simple freestanding structures in EYFS/KS1, to reinforced frame structures in Lower KS2 and more complex, purpose-built structures in Upper KS2, applying knowledge of strengthening and evaluating stability and effectiveness.

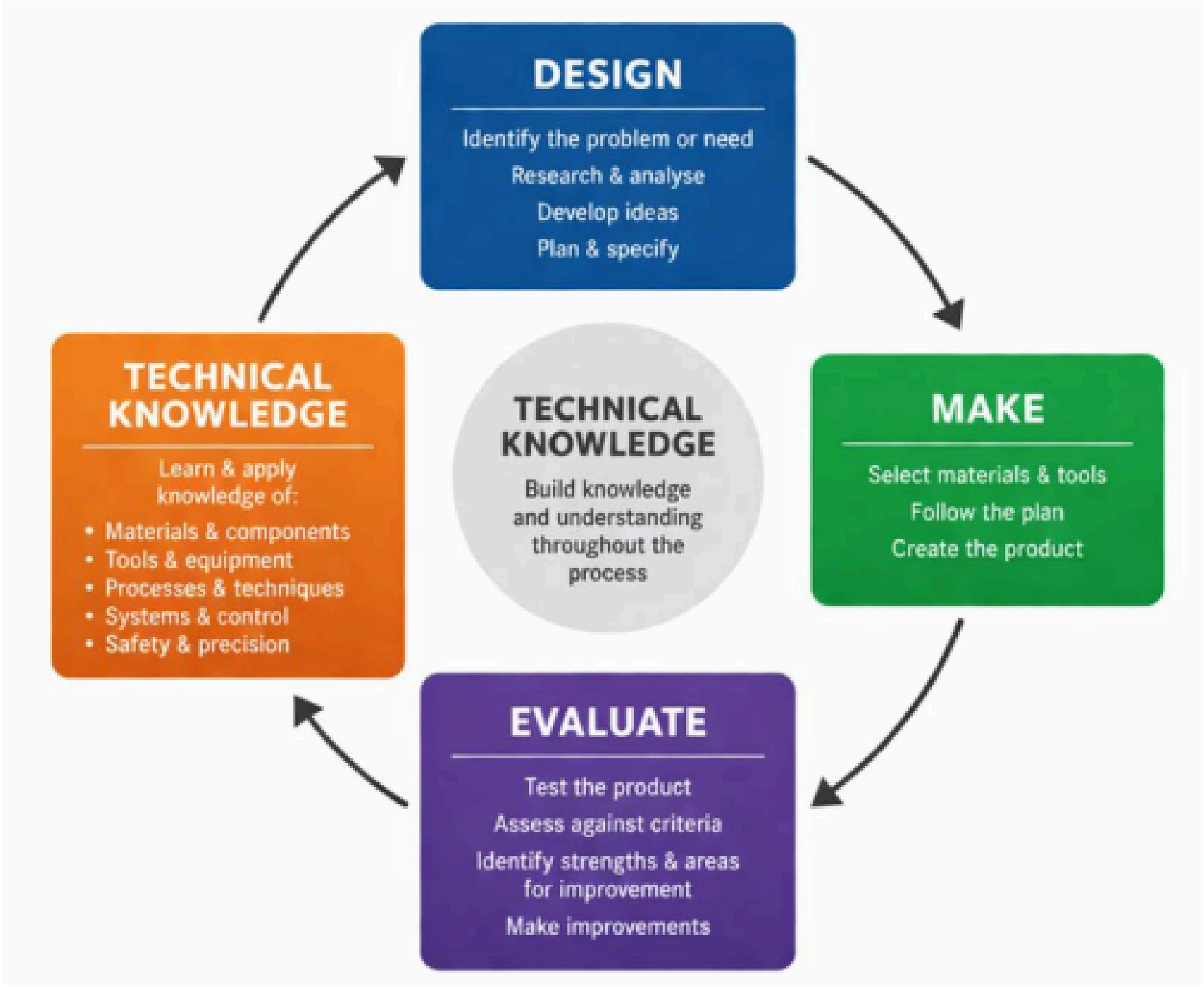
In textiles, pupils develop from basic joining and decorative techniques in EYFS/KS1, to stitching and fastening in Lower KS2 and more advanced construction and finishing techniques in Upper KS2, refining both function and aesthetics through evaluation.

In cooking and nutrition, pupils progress from basic food preparation and healthy choices in EYFS/KS1, to savoury dishes in Lower KS2 and balanced meals in Upper KS2, applying knowledge of nutrition, hygiene and technique while evaluating outcomes.

Across all areas, pupils are creative, resilient and reflective. They use the design, make and evaluate cycle to think critically about purpose, audience and impact and to improve their work over time.

The curriculum builds ambition, raises aspirations and equips all pupils - particularly those from disadvantaged backgrounds - with the knowledge, skills and confidence to thrive in education and beyond.

Charlotte Harwood (Design and Technology Leader), July 2026


DESIGN
Identify the problem or need
Research & analyse
Develop ideas
Plan & specify
MAKE
Select materials & tools
Follow the plan
Create the product
EVALUATE
Test the product
Assess against criteria
Identify strengths & areas for improvement
Make improvements
TECHNICAL KNOWLEDGE
Learn & apply knowledge of:
• Materials & components
• Tools & equipment
• Processes & techniques
• Systems & control
• Safety & precision
TECHNICAL KNOWLEDGE
Build knowledge and understanding throughout the process

<table>
<tr><th colspan="4">Year R</th></tr>
<tr><th>EYFS framework</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="3">Expressive Arts and Design: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Personal, Social and Emotional Development: Managing Self

Understanding the importance of healthy food choices.</td><td>I can explore and talk about ideas for what I want to make and who it is for.

I can explore and experiment with different materials or foods and try out ideas before deciding on my final design.

I can plan my creation using talking, drawing and play, explaining what I like and dislike.</td><td>I can explore tools such as scissors, glue spreaders, hole punches and cutters.

I can select from a range of materials and ingredients, including paper, card, fabric and simple food items.

I can cut, stick, spread, mix and join materials or ingredients using simple techniques such as tape, glue, staples and string.

I can wash my hands before preparing food and follow simple instructions with support.

I can build, stack and arrange materials in different ways to create simple models, constructions and food products.

I can make decisions about my creation, selecting appropriate materials and techniques to improve its design and outcome.</td><td>I can share my ideas and listen to the ideas of others.

I can talk about what I have made, including models, structures or food creations.

I can test my creation and begin to say whether it worked as planned.

I can say what I like about my work and what worked well.

I can talk about what was easy or difficult when making my creation.

I can suggest simple changes to improve my creation.</td></tr>
<tr><td colspan="3">Technical knowledge</td></tr>
<tr><td colspan="3">I can explore and use a range of materials, tools and techniques to design and make simple creations.
I can build structures using stacking, balancing and joining, and understand that some are stronger than others.
I can explore simple mechanisms.
I can cut, fold, join and decorate materials using simple tools and equipment.
I can begin to understand that different foods support a healthy lifestyle, and I can follow basic hygiene routines when preparing food.</td></tr>
</table>

Mechanisms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Levers and sliders: simple cuts and joins	Wheels and axels: drawing a template using a ruler, joining parts of a template		Pulleys and gears: sawing wooden axles to size, joining more complex parts of a template		Mechanical systems: joining more complex parts, including a motorised part
Tools	Scissors, split pins	Scissors, rulers, glue/tape		Saws, scissors, hole punch		Crumbl kits (spinning tyre)

<table>
<tr><th colspan="4">Year 1 - Mechanisms (levers and sliders-Easter card)</th></tr>
<tr><th>National Curriculum</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="2">Design
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].
Select from and use a wide range of materials and components, including construction materials, according to their characteristics.
Evaluate
Explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.
Technical Knowledge
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</td><td>I can say who my product is for and what it needs to do.

I can explore and talk about existing slider and lever cards to understand what makes them effective and appealing.

I can generate ideas/design my own card based on simple design criteria.

I can communicate my ideas by talking, drawing and using templates or simple mock-ups with card or paper.</td><td>I can select and use simple tools safely to cut, shape, join and assemble materials with increasing control.

I can use templates to help me cut and assemble parts of my card.

I can join materials together to create a simple moving mechanism (lever or slider) by choosing from a small range of materials such as paper, card and split pins.

I can explain why I have chosen certain materials for my moving card.

I can assemble my card so that it has a simple moving part that works.</td><td>I can look at simple slider and lever cards and say what I like and dislike about them.

I can talk about how existing moving cards work.

I can explain what I think makes a card successful or appealing.

I can talk about my own design and say if it meets a design criteria.

I can discuss how well my design works in relation to its purpose and user.</td></tr>
<tr><td colspan="3">Technical knowledge
I can explore how sliders and levers move in simple existing products.
I can use a basic lever or slider in my own card.
I can describe how my mechanism helps my card move.
I can explore different ways of joining materials so that moving parts work.</td></tr>
</table>

<table>
<tr><th colspan="4">Year 2 - Mechanisms (wheels and axles-car)</th></tr>
<tr><th>National Curriculum</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="2">Design
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].
Select from and use a wide range of materials and components, including construction materials, according to their characteristics.
Evaluate
Explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.
Technical Knowledge
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</td><td>I can explain who my product is for and what it needs to do.

I can explore existing wheeled vehicles and identify features that make them functional and appealing.

I can generate and develop ideas based on a simple, given design criteria.

I can use drawings, labels and simple mock-ups to communicate and model my ideas.</td><td>I can select and use a range of tools and equipment safely to measure, cut and assemble materials with increasing accuracy.

I can select an appropriate range of materials for different parts of my vehicle based on their properties.

I can join materials to create a structure with moving wheels and axles.

I can choose and use tools and equipment to improve the strength and function of my product.

I can assemble a product, that includes wheels and axles, that moves effectively.</td><td>I can identify features of existing products that help them move well.

I can explain what I think works well in different designs.

I can compare my finished product to the design criteria.

I can say what is successful about my vehicle and why.

I can suggest an improvement to my design based on testing, criteria, purpose and intended user.</td></tr>
<tr><td colspan="3">Technical Knowledge
I can explore how wheels, axles and axel holders help objects move.
I can use wheels and axles to create movement in my product.
I can explain the different between fixed and moving wheels and axels.
I can understand and use technical vocabulary relevant to the project.</td></tr>
</table>

Year 4 - Mechanisms (pulleys and gears - drawbridge)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 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, 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** 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.	I can use research to find out how drawbridges and simple mechanisms work. I can develop simple design criteria to help guide my ideas. I can generate ideas for a drawbridge that uses pulleys and gears. I can communicate my ideas using discussion, annotated sketches and simple diagrams. I can model my ideas using prototypes to show how the mechanism will work. I can explain how my design is functional and suitable for a specific purpose.	I can select and use a wider range of tools and equipment accurately, to cut, shape, join and finish my product. I can formulate a step-by-step plan and follow it. I can assemble a drawbridge model that includes a working pulley and/or gear system. I can measure, cut and join materials with increasing accuracy to create a stable structure. I can choose appropriate materials, based on their functional properties and appearance, to ensure my mechanism works effectively.	I can investigate and explore existing drawbridges and similar mechanical systems. I can evaluate my design and product against my own design criteria. I can use feedback from others to suggest improvements to my drawbridge. I can explain what works well and what could be improved in my final product. I can describe how similar products have developed over time and how they use mechanisms to function.
	Technical Knowledge		
	I can apply my understanding of structures to make my drawbridge stronger, stiffer and more stable. I can understand and use mechanical systems such as gears and pulleys in my design. I can explain how gears and pulleys transfer movement in my product using the vocabulary of inut, process and output. I can combine structural and mechanical elements to create a working system. I can identify how forces and movement are controlled in my design.		

Year 6 - Mechanisms (electrical systems-fairground)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 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, 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** 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.	I can use research to explore existing fairground rides and electrical systems to inform my design. I can develop detailed design criteria for an innovative and functional product aimed at a specific user group. I can generate a range of creative ideas for a fairground ride using electrical systems and mechanisms. I can develop and refine my ideas based on design criteria and testing (prototypes). I can communicate my ideas using annotated sketches, cross-sectional and exploded diagrams. I can use computer-aided design (CAD) to develop and communicate my final design. I can explain how my design is fit for purpose, appealing and meets the needs of the user group, including time, resource and cost restraints.	I can select and use a wider range of tools and equipment accurately to cut, shape, join and finish complex components. I can select and use a wider range of materials and components based on reliability, functional and aesthetic qualities. I can build an electrical system that includes components such as motors, switches or batteries. I can assemble and combine structural, mechanical and electrical systems to create a working fairground ride. I can construct my product with accuracy so that electrical and mechanical systems function reliably.	I can investigate and analyse existing fairground rides and electrical systems. I can continually evaluate my product against my own design criteria and consider feedback from others. I can use testing results to improve the function and reliability of my system. I can explain how my design compares to existing products and how it has developed over time. I can suggest improvements based on performance, user experience and design criteria.
	Technical Knowledge		
	I can apply my understanding of strengthening, stiffening and reinforcing structures in my design. I can understand and use mechanical systems such as gears, pulleys, linkages and cams where appropriate. I can understand and use electrical systems including motors, switches and batteries in a circuit. I can apply my understanding of simple control systems to make my ride operate. I can explain how mechanical and electrical systems work together to control movement in my product using technical vocabulary.		

Structures	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		Joining, strengthening	Joining, strengthening, wrapping		Joining, strengthening, reinforcing, securing	
Tools		Scissors, tape	Scissors, glue, tape		Wooden dowels, saws, fabric	

<table>
<tr><th colspan="4">Year 2 - Structures (stable structure - koala lookout)</th></tr>
<tr><th>National Curriculum</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="2">Design
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].
Select from and use a wide range of materials and components, including construction materials, 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.</td><td>I can explore different types of structures and say what they are used for.

I can talk about what makes a structure strong and stable.

I can share my ideas by talking and drawing.

I can draw a simple design for my structure.

I can use a template or mock-up to develop my ideas.

I can choose materials that are suitable for my structure.</td><td>I can use tools safely to cut, shape and join materials.

I can join materials using tape, glue, tabs or slots.

I can build a structure that stands on its own.

I can choose materials that make my structure stronger and more stable.

I can follow my design when making my structure.

I can improve my structure while I am making it.</td><td>I can explore existing structures and talk about how they work.

I can test my structure to see if it is stable.

I can say what I like about my structure.

I can explain what I would improve next time.

I can compare my finished structure to my design.

I can explain how to make a structure stronger or more stable.</td></tr>
<tr><td colspan="3">Technical Knowledge
I can build simple structures using different materials.
I can explore which shapes make structures stronger.
I can explain why a wide base helps a structure stay stable.
I can strengthen materials by folding or layering them.
I can use supports or braces to strengthen a structure.
I can explain how different joins affect strength and stability using vocabulary relevant to the project.</td></tr>
</table>

Year 3 - Structures (greenhouse)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 and prototypes. **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, 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. **Technical Knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	I can research existing greenhouses and identify their features. I can explain who my greenhouse is for and what it needs to do. I can develop design criteria for my greenhouse. I can draw annotated sketches to show my ideas. I can use discussion and feedback to improve my design. I can create a prototype or model of my greenhouse. I can choose materials based on function and appearance.	I can measure, mark out and cut materials accurately. I can use tools safely and correctly to shape and join materials. I can build a frame structure for my greenhouse. I can join materials securely to make my structure stable. I can select materials for strength, stiffness and appearance. I can add finishing touches to improve the look of my product. I can follow my design plan when making my greenhouse.	I can investigate different greenhouse designs and structures. I can explain what works well in existing products. I can test my greenhouse to see if it is strong and stable. I can evaluate my greenhouse against my design criteria, the intended user and prupose. I can explain what I would improve and why. I can listen to the views of others and use feedback to improve my work. I can describe how designers or inventors have influenced structures and technology.
	Technical Knowledge		
	I can explain how structures can be strengthened and reinforced. I can use triangles, braces or supports to strengthen a frame structure. I can explain why some shapes are stronger than others. I can build a stable frame structure using nets of cubes, cuboids and other 3D shapes.		

Year 5 - Structures (complex structure - den)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 and prototypes. **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, 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. **Technical Knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	I can research a range of existing structures and explain their purpose. I can identify the needs of a user when designing a structure. I can develop detailed design criteria from research and investigation. I can produce annotated sketches and detailed labelled diagrams. I can communicate my ideas using models, prototypes or digital designs. I can select suitable materials based on function and appearance. I can adapt and improve my ideas during the design process.	I can measure, mark out, cut and shape materials accurately and independently. I can use a wider range of tools and equipment safely and precisely. I can construct a strong and stable frame structure. I can apply accurate joining techniques to strengthen my structure. I can choose materials for their strength, stiffness and aesthetic qualities. I can assemble components carefully following my design plan. I can apply finishing techniques to improve the quality of my product.	I can investigate and analyse a range of existing structures. I can explain how design features affect the function and stability of structures. I can test my structure and evaluate it against my design criteria. I can identify strengths and areas for improvement in my work. I can use feedback from others to improve my product. I can suggest realistic modifications to improve strength, stability or appearance. I can explain how key designers, architects or engineers have influenced structures and technology.
	Technical Knowledge		
	I can apply my understanding of strengthening, stiffening and reinforcing 3D frameworks. I can use triangulation, bracing and secure joins to improve stability. I can explain how frame structures distribute weight and support loads. I can select appropriate materials and structures for a specific purpose.		

Textiles	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Running stitch	Over stitch	Back stitch, seam allowance	Blanket stitch, creating and using a pattern	Satin stitch, embroidery	
Tools	Plastic needles, binka, pre-cut templates	Metal needles, pre-cut templates	Metal needles, pre-cut templates	Metal needles, patterns, fastenings (buttons and loops)	Metal needles, combining stitches, fastenings	

<table>
<tr><th colspan="4">Year 2 - Textiles (puppet)</th></tr>
<tr><th>National Curriculum</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="2">Design
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].
Select from and use a wide range of materials and components, including textiles, 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.</td><td>I can design a purposeful and appealing puppet based on simple design criteria.

I can think about who my puppet is for and what it will do.

I can explore ideas by talking, drawing and using templates.

I can choose materials and simple fastenings for my design.

I can draw and label my puppet design.</td><td>I can mark my design out using appropriate tools.

I can safely use tools such as scissors and glue.

I can cut and join fabric and other materials.

I can use a running stitch to join pieces of fabric.

I can use an overstitch to strengthen joins.

I can select suitable materials for my puppet.

I can follow my design to make my puppet.

I can make improvements while I am working.</td><td>I can look at existing puppets and say what I notice.

I can say what I like and dislike about different puppets.

I can test my puppet to see if it works.

I can say what went well in my design and making.

I can talk about what I would improve.

I can compare my puppet to my design criteria.</td></tr>
<tr><td colspan="3">Technical Knowledge
I can use basic stitches to join fabric (running stitch and overstitch).</td></tr>
</table>

	I can explain that stitches join materials together. I can choose materials that are suitable for a puppet. I can understand that stronger stitches make stronger products. I can use simple joining techniques to make my puppet more stable.

Year 4 - Textiles (fastening - pencil case)			
National Curriculum	**Design**	**Make**	**Evaluate**
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, prototypes and pattern pieces. **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 textiles, 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** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	I can research pencil cases and different fastening methods. I can develop design criteria for a functional pencil case. I can design for a specific user and explain my choices. I can generate and develop ideas through discussion and feedback. I can create annotated sketches and diagrams of my design. I can use prototypes or templates to develop my ideas. I can select appropriate fastenings for my design.	I can measure, cut and sew fabric accurately. I can use tools safely and with increasing precision. I can join fabrics using a range of stitching techniques. I can use a blanket stitch to join and strengthen fabric edges. I can attach fastenings such as zips, buttons or Velcro. I can select suitable materials based on their properties. I can plan and follow my design to make a functional pencil case. I can improve my work as I make it.	I can investigate and analyse existing pencil cases and fastenings. I can explain what makes a product functional and well designed. I can evaluate my pencil case against my design criteria. I can use feedback from others to improve my work. I can explain what went well and what could be improved. I can describe how designers influence everyday textile products.
	Technical Knowledge		
	I can use a blanket stitch to join and strengthen fabric edges. I can explain how different stitches affect strength and appearance. I can choose appropriate materials for durability and function. I can understand how fastenings make products usable. I can reinforce seams to make products stronger. I can apply knowledge of textiles to make a functional product.		

Year 5 - Textiles (fashion item)			
National Curriculum	**Design**	**Make**	**Evaluate**
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, prototypes and pattern pieces. **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 textiles, 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** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	I can research a range of fashion items and analyse how they are designed for different users and purposes. I can develop detailed design criteria based on research and user needs. I can design an innovative and functional fashion item for a specific audience. I can generate and refine ideas through discussion, sketches and feedback. I can create detailed annotated sketches and labelled diagrams. I can use prototypes or pattern pieces to develop and improve my design. I can justify my choice of materials, stitches and decorative techniques.	I can accurately measure, mark out and cut fabric using appropriate tools. I can confidently use a range of stitching techniques to join fabric securely. I can use running stitch, overstitch and blanket stitch appropriately for strength and finishing. I can use a basic embroidery stitch (e.g. backstitch or satin stitch) to add detail and decoration. I can combine stitching techniques with fastenings to create a functional product. I can select materials based on strength, appearance and suitability for purpose. I can attach fastenings such as zips, buttons or clasps accurately. I can follow my design independently and adapt it when needed. I can produce a well-finished fashion item with attention to detail.	I can investigate and compare a range of fashion and textile products. I can explain how design choices affect function, durability and appearance. I can evaluate my product against detailed design criteria. I can identify strengths and areas for improvement in my work. I can use feedback from others to refine and improve my product. I can suggest realistic improvements based on testing and evaluation. I can describe how designers and trends influence textile products today.
	Technical Knowledge		
	I can use a range of stitches (running stitch, overstitch, blanket stitch and embroidery stitches) appropriately. I can explain how different stitches affect strength, decoration and function. I can reinforce seams and joins to improve durability. I can understand how different textiles behave and why they are chosen for specific purposes. I can use patterns and templates to create accurate textile products. I can apply knowledge of textiles to create a strong, functional and aesthetically pleasing product.		

Cooking & Nutrition	Year 1 - project	Year 2 - experience	Year 3 - experience	Year 4 - project & experience	Year 5 - experience	Year 6 - project
Skills	Cutting, skewering, bridge grip	Cutting, spreading, assembling	Cutting, mixing, portioning	Chopping, grating, mixing, portioning, kneading	Slicing, grating, wrapping	Considering seasonality, chopping, dicing, slicing, mixing
Tools	Butter knife, wooden skewers, chopping boards	Butter knife, chopping board	Chopping board, vegetable knife	Vegetable knife, grater, wooden spoon, chopping boards	Vegetable knife, grater, pastry brush, chopping boards	Vegetable knife, chopping boards

<table>
<tr><th colspan="4">Year 1 - Cooking and Nutrition (fruit kebabs)</th></tr>
<tr><th>National Curriculum</th><th>Design</th><th>Make</th><th>Evaluate</th></tr>
<tr><td rowspan="3">Design
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].
Select from and use a wide range of materials and components, including ingredients, according to their characteristics.
Evaluate
Explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.
Technical Knowledge
Use the basic principles of a healthy and varied diet to prepare dishes.
Understand where food comes from.</td><td>I can investigate a variety of fruit and vegetables.

I can talk about the fruit kebab I want to make.

I can think about who my fruit kebab is for.

I can share my ideas through talking and drawing.

I can choose fruits for my kebab based on colour, taste and shape.

I can plan the order of fruit on my kebab.

I can develop my ideas using simple sketches or templates.</td><td>I can safely use simple tools such as knives and skewers with support.

I can cut soft fruits carefully using the correct technique.

I can peel or prepare fruit safely and hygienically.

I can choose suitable fruits for my kebab.

I can assemble fruit onto a skewer to make my product.

I can follow my design to create my fruit kebab.</td><td>I can look at different fruit kebabs and talk about what I notice.

I can say what I like about different food products.

I can taste and evaluate my fruit kebab.

I can explain what worked well in my design.

I can say what I would change or improve next time.

I can compare my finished kebab to my original idea.</td></tr>
<tr><td colspan="3">Technical Knowledge</td></tr>
<tr><td colspan="3">I can explain why fruit is part of a healthy diet.
I can identify different types of fruit.
I can understand that foods come from plants.
I can talk about where different fruits are grown.</td></tr>
</table>

	I can prepare food safely and hygienically. I can understand that eating a variety of foods helps us stay healthy.

Year 4 - Cooking and Nutrition (breakfast muffins)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 and prototypes. **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 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. **Technical Knowledge** 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.	I can research different muffins, using recipe books and web-based recipes, and identify what makes them healthy and appealing. I can develop design criteria for a breakfast muffin aimed at a specific user or purpose. I can generate and share ideas through discussion and annotated sketches. I can choose fruits, vegetables and ingredients based on taste, texture and nutrition. I can plan my muffin recipe considering flavour, appearance and healthy eating. I can adapt my ideas using feedback and research.	I can write an ingredients list and plan the main stages of a recipe, including the necessary utensils and equipment. I can use a wider range of tools and equipment safely and accurately. I can peel, chop and prepare fruit and vegetables carefully using the correct techniques. I can measure ingredients accurately. I can use cooking techniques such as cutting, mixing and baking. I can select ingredients based on their properties and purpose. I can follow a recipe independently with increasing accuracy. I can prepare and cook a healthy breakfast muffin safely and hygienically.	I can investigate and compare a range of breakfast muffins and similar dishes (e.g. scones). I can explain what makes a breakfast muffin healthy and appealing. I can evaluate my breakfast muffin against my design criteria. I can taste and evaluate my sbreakfast muffin considering flavour, texture, smell and appearance. I can use feedback from others to improve my product. I can explain what I would change or improve next time. I can describe how chefs or food developments influence the foods people eat today.
	Technical Knowledge		
	I can explain the principles of a healthy and varied diet. I can identify vegetables and ingredients that contribute to healthy meals. I can prepare and cook a predominantly savoury dish using a range of cooking techniques. I can identify whether a range of ingredients are grown, reared or caught. I can explain that some foods are processed before being sold. I can understand that some vegetables are seasonal. I can explain why hygiene and safety are important when preparing food. I can understand how heating and cooking change ingredients.		

Year 6 - Cooking and Nutrition (balance British tray bake - air miles)			
National Curriculum	**Design**	**Make**	**Evaluate**
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 and prototypes. **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 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. **Technical Knowledge** 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.	I can research a range of balanced British meals and analyse their nutritional value. I can develop detailed design criteria for a meal aimed at a specific user or purpose. I can generate and refine ideas through discussion, research and annotated sketches. I can plan a balanced tray bake considering nutrition, taste, cost and presentation. I can justify my choice of ingredients based on health, seasonality and function. I can communicate my ideas clearly using labelled plans and recipes. I can adapt and improve my ideas following feedback and evaluation.	I can confidently use a wide range of cooking tools and equipment safely and accurately. I can write a step-by-step recipe, including an ingredients list, equipment and utensils. I can measure, prepare and combine ingredients independently. I can use a range of cooking techniques such as peeling, chopping, baking, and roasting. I can select ingredients based on their nutritional value and suitability for the dish. I can prepare and cook a balanced predominantly savoury British meal. I can work safely and hygienically throughout the cooking process. I can present my final dish attractively and appropriately for my intended consumer.	I can investigate and analyse a range of balanced British dishes. I can explain how ingredients, flavour and presentation affect the success of a meal. I can evaluate my product against detailed design criteria. I can taste and evaluate my tray bake considering flavour, texture, appearance and nutritional balance. I can use feedback from others to improve my work. I can suggest realistic improvements to my recipe or cooking methods. I can explain how chefs, food producers and developments in food technology have influenced British cuisine.
	Technical Knowledge		
	I can explain the principles of a healthy and varied diet. I can identify the food groups needed for a balanced meal. I can prepare and cook a range of predominantly savoury dishes using different cooking techniques. I can explain how ingredients are grown, reared, caught and processed. I can understand and explain seasonality in British food production. I can explain how cooking methods can affect nutrition and flavour. I can apply food hygiene and safety rules confidently and independently.		