



	National Curriculum	Mechanisms and Structures	Textiles	Food and Nutrition
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	-Generate ideas by drawing upon own experiences (looking at existing products) -Design a product that has a function. -Say who their product is for. -Describe how their product can be used (eg you can push it along) -Develop their ideas by talking and drawing -Model ideas by exploring materials.	-Generate ideas by drawing upon own experiences (looking at existing products) -Design a product that has a function. -Say who their product is for. -Describe how their product can be used (eg you can push it along) -Develop their ideas by talking and drawing -Model ideas by exploring materials.	-Generate ideas by drawing upon own experiences (looking at existing products) -Design a product that has a function. -Say who their product is for. -Develop their ideas by talking and drawing -Model ideas by exploring ingredients
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, textiles and ingredients, according to their characteristics	-Can use scissors, sellotape dispensers, staplers and hole punchers with accuracy. -Can choose the correct materials needed to construct their project.	-Know that fabric can be joined by using glue or a needle and thread. -Can sew a running stitch and overstitch by hand	-Know how to use a knife and chopping board safely -Know the importance of hand washing
Evaluate	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	-Say what an existing product is for and who might use it. -Can say whether their product is suitable for the purpose in which they intended it to be used.	-Say what an existing product is for and who might use it. -Can say whether their product is suitable for the purpose in which they intended it to be used.	-Say what an existing product is for and who might use it. -Can say whether their product is suitable for the purpose in which they intended it to be used.
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 axels) in their products	-Can use a simple mechanism such as a lever and slider. -Know that paper/cardboard can be reinforced by adding extra layers of paper/cardboard.	-Explore how they can make the joins in fabric stronger. (eg knots in the end- needle and thread vs glue)	
Cooking and Nutrition	Use basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from			-Understand that all food comes from plants or animals. -Know that everyone should eat 5 portions of fruit or vegetables every day