

End points: DT						
Classes	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition	Vocabulary
Year 1	I can use a template to create a design.	I can make stable structures from card, tape and glue.	I can suggest points for improvements.	I can understand that different structures are used for different purposes.	I can understand the difference between fruits and vegetables.	I can use key vocabulary for example: mechanism, adapt, design, assemble, model, structure, template, unstable, stable, fabric, glue, fruit, vegetable
Year 2	I can design a _____ for a specific audience in accordance with a design criteria.	I can create joints and structures from paper/card and tape.	I can evaluate the strength, stiffness and stability of my own structure.	I can understand that the shape of a structure affects its strength.	I can name the five main food groups; Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.	I can use key vocabulary for example: frame, axle, balanced diet, pivot, linkage, input, output, natural, manmade.
Year 3	I can design a ____ with key features to appeal to a specific person/purpose.	I can manipulate materials to create different effects by cutting, creasing, folding and weaving.	I can test and modify an outcome, suggesting improvements.	I can understand common features of electrical products.	I can understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.	I can use key vocabulary for example: applique, seam, thread, knot, pneumatic, lever, motion, digital, analogue, display, seasonal, ingredients, recipe,

						2D, 3D, scoring
<b>Year 4</b>	I can design a ____, giving consideration to the target audience and creating design and success criteria focusing on features of individual design ideas.	I can measure, mark, cut and assemble with increasing accuracy.	I can test and evaluate an end product against the original design criteria.	I can understand that different fastening types are useful for different purposes.	I can understand and use cooking techniques: sieving, creaming, rubbing method, cooling.	I can use key vocabulary for example: battery, buzzer, circuit, bulb, kinetic, energy, graphic, aesthetic, processed, reinforce, cladding, fastening
<b>Year 5</b>	I can develop design criteria based on findings from investigating existing products.	I can make mechanisms and/or structures using sliders, pivots and folds to produce movement.	I can suggest points for improvements for own ____, and those designed by others.	I can understand why material selection is important based on properties.	I can use a nutritional calculator to see how healthy a food option is.	I can use key vocabulary for example: motion, mechanism, motor, configuration, ethical
<b>Year 6</b>	I can annotate designs, to explain my decisions.	I can measure, mark and cut components accurately using a ruler and scissors.	I can reflect on my work continually throughout the design, make, evaluate process.	I can understand that structures can be strengthened by manipulating materials and shapes.	I can understand what happens to a certain food before it appears on the supermarket shelf. (Farm to Fork)	I can use key vocabulary for example: compass, smartphone, variable, landscape features, annotate, waterproof, decorate

- *Please note the vocabulary list is taken from the Kapow scheme of work, these are example, there are more detailed vocab lists within the lesson plans.*