



Year 1

Design:

1. Do they know how to describe something that works?
2. Do they know which resources and tools they need for their building projects that are appropriate?
3. Do they know how to think of their own ideas and explain what they are making?
4. Do they know how to make simple plans before making objects, e.g. drawings, labelling, arranging pieces of construction before building?
5. Can they talk with others about how they want to construct their product?

Make (Incl. Technical Knowledge; Mechanisms/ Mechanical systems/ Food technology):

6. Do they know how to make a structure/model using different materials?
7. Can they make their model stronger if it needs to be?
8. Is their work tidy?
9. Do they know how to make a product with moving parts and say why they have chosen moving parts?
10. Do they know how to cut materials using scissors?
11. Can they describe the materials using different words?
12. Do they know how to cut food safely?
13. Do they know how to describe the texture of foods?
14. Do they wash their hands and make sure surfaces are clean?
15. Can they think of interesting ways of decorating food they have made, e.g. cakes?

Evaluate:

16. Can they talk about their own work and things that other people have done?



Year 2

Design:

1. Can they think of ideas and plan what to do next?
2. Do they know how to choose the best tools and materials and explain why they think they are the best?
3. Do they know how to describe their design by using pictures, diagrams, models and words?

Make (Incl. Technical Knowledge; Mechanisms/ Structures/ Food technology):

4. Do they know how to join things (materials/ components) together in different ways that also include moving parts?
5. Do they know how to measure materials to use in a model or structure?
6. Do they know how to join, fold or roll to make their product stronger?
7. Do they know how to add a design to their product?
8. Do they know how to plan and prepare a simple dish using a variety of ingredients?
9. Do they know how to describe the properties of ingredients they are using?
10. Do they know how to explain and show what it means to be hygienic?
11. Do they know where certain familiar foods come from?

Evaluate:

12. Can they discuss what went well with their plan and what they might want to improve next time?



Year 3

Design:

1. Do they know how to put together a step-by-step plan which shows the order and what equipment and tools they need?
2. Can they show that their design meets a range of requirements?
3. Do they know how to describe their design using an accurately labelled sketch and words?

Make (Incl. Technical Knowledge; Textiles/ Structures/ Food technology):

4. Do they know how to use equipment and tools accurately?
5. Do they use the most appropriate materials for different projects?
6. Can they work accurately to make cuts and holes in materials and paper?
7. Do they know how to join textiles of different types in different ways?
8. Can they choose textiles both for their appearance and also qualities?
9. Do they know how to join materials?
10. Can they choose the right ingredients for a product?
11. Do they know how to use cooking preparation equipment safely?
12. Can they make sure that their product looks attractive?
13. Do they know how to set out to grow plants such as cress and herbs from seed?

Evaluate:

14. Can they explain what worked well and what they would change to improve their plan/design?



Year 4

Design:

1. Can they come up with at least one idea about how to create their product when given set criteria?
2. Do they take account of the ideas of others when designing and think about if it will be liked?
3. Can they produce a plan and explain it to others?
4. Have they thought of how they will check if their design is successful and fit for purpose?
5. Can they explain how to join things in a different way?

Make (Incl. Technical Knowledge; Mechanisms/ Electrical/ Food technology):

6. Can they show a good level of expertise when using a range of tools and equipment?
7. Are they confident about trying out new and different ideas?
8. Do they know how to select the most appropriate tools and techniques to use for a given task?
9. Do they know how to measure carefully so as to make sure they have not made mistakes?
10. How have they attempted to make their product strong?
11. Do they know how to present their product in an interesting way?
12. Do they know how to make a product which uses both electrical and mechanical components?
13. Can they add things to their circuits?
14. Do they know how to incorporate a switch into their product?
15. Do they know what to do to be hygienic and safe?

Evaluate:

16. Do they know how to evaluate their product by suggesting some improvements and say what was good and not so good about their original design?



Year 5

Design:

1. Can they come up with a range of ideas after they have collected information?
2. Do they know how to produce a detailed step-by-step plan using set criteria?
3. Can they suggest some alternative plans and say what the good points and drawbacks are about each?
4. Can they explain why their design and finished product is going to be of good quality and will appeal to an audience?
5. Do they keep checking whether anything could be improved and that their design is the best it can be?
6. Can they research how individuals have shaped the world we live in today?
7. Can they explain why their design and finished product is going to be of good quality and will appeal to an audience?

Make (Incl. Textiles; Mechanisms/ Mechanical systems/ Food technology):

8. Do they know how to use a range of tools and equipment expertly?
9. Do they persevere through different stages of the making process?
10. Are their measurements accurate enough to ensure that everything is precise?
11. Do they know how to ensure that their product is strong and fit for purpose?
12. Can they make up a prototype first?
13. Can they refine their product after testing it?
14. Do they know how to use a range of joining techniques for a textile project?
15. Do they know how to plan and design their own savoury meal for a specific audience?
16. Do they know how to use a range of cooking techniques?
17. Do they know how to be hygienic?

Evaluate:

18. Do they know how to evaluate appearance and function against the original criteria?



Year 6

Design:

1. Do they know how to use a range of information such as market research, to inform their design?
2. Can they work within constraints?
3. Do they know how to follow and refine their plan if necessary?
4. Can they justify their plan to someone else?
5. Do they consider culture and society in their designs?
6. Do they know how to work within a budget?
7. Did they consider the use of the product when selecting materials?
8. Do they understand key events over time that has helped shape the world we live in?
9. Can they justify why they selected specific materials?

Make (Incl. Textiles; Mechanisms/ Mechanisms and Mechanical systems and electrical/ Food technology):

10. Do they know how to use tools and materials precisely?
11. Do they know how to change the way they are working if needed?
12. How have they ensured that their work is precise and accurate?
13. Can they hide joints so as to improve the look of their product?
14. Do they know how to use different kinds of circuits in their product and say how it would improve their product?
15. Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different food?

Evaluate:

16. How well do they test and evaluate their final product and decide if their product is fit for purpose and how they could improve their design?
17. Would they need more or different information to make it even better?
18. Have they thought about how their product could be sold?
19. Can they explain how their product should be stored with reasons?
20. Does their product meet all design criteria?