Design and Technology	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas	Think of own ideas for design.	Think of own ideas and plan what to do next.	Create a design that meets a range of requirements.	Generate more than one idea for how to create a product.	Generate a range of ideas after collating relevant information (i.e. users' views).	Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources).
	Use pictures and words to plan.	Describe designs using pictures, diagrams, models, mock-ups, words and ICT.	Consider the equipment and tools needed when planning.	Gather information to help design a successful product (i.e. by asking others' views).	Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes.	Produce a detailed plan, with cross-sectional diagrams and computer-generated designs).
	Design a product for myself, following design criteria.	Design a product for myself and others, following design criteria.	Describe a design using an accurately labelled diagram, and in words.	Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.	Suggest alternative plans, considering the positive aspects and drawbacks of each.	Work within constraints, refining and justifying plans as necessary.
	Work in a range of contexts (imaginary, home, school, wider community, storybased).	Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).		Suggest improvements to develop and refine a planned idea.		
Making	Explain what is being made and why.	Explain what is being made and why the audience will like it.	Use a range of tools and equipment accurately.	Use a range of tools and equipment with accuracy.	Use a range of tools and equipment expertly.	Use a range of tools and equipment precisely.
	Select appropriate tools and equipment for the purpose.	Choose appropriate tools and equipment, describing and explaining why they are being used.	Measure, mark out, assemble and join materials and components with some accuracy.	Measure, mark out, join, assemble materials and components with accuracy.	Consider the aesthetic qualities and functionality of my work when making.	Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary.
Evaluation	Talk about own and pre-existing products, saying what is good or bad about them.	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.	Evaluate own and pre-existing products.	Evaluate the appearance and usability of own and pre-existing products.	Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.	Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.
	Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	Suggest what went well and what would be done differently when evaluating their own product.	Suggest what could be changed to improve a design, beginning to link this to the design brief.	Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	Suggest improvements that could be made, considering materials and methods that have been used.	Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.
Food and Nutrition	Know how to peel, cut, grate, mix and mould foods (with close supervision).	Know how to peel, cut, grate, mix and mould foods (with supervision).	Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision)	Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).	Cut, mix, mould and begin to use hobs to heat food with appropriate supervision.	Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate.
Construction	Use sheet materials and construction tools with appropriate supervision.	Use sheet materials and construction tools with appropriate supervision.	Use sheet materials and construction tools with appropriate supervision.	Use sheet materials and construction tools with appropriate supervision.	Use sheet and construction materials appropriately.	Use sheet and construction materials appropriately.
Textiles		Cut, then join textiles using a running stitch, over sewing or glue.		Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings.		Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.
		Decorate using a range of items (buttons, sequins, beads, ribbons etc).		Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).		
Mechanisms	Know about movement of simple mechanisms such as levers, sliders, wheels and axels.		Know about movement of simple mechanisms such as levers and linkages.		Understand how mechanical systems such as cams, pulleys or gears create movement.	