



Key Milestones: Design Technology

WTS / EXS / GDS

EYFS – Key Milestones

The DT projects are not plotted out: the teacher will follow the children's interests throughout.

Topics Cycle A	1 – Dinosaurs 2 – Explorers, Pirates and Maps.	1 – Being Brave/People who help us 2 – Australia	1 – Transport 2 – The Seaside
Topics Cycle B	1 – Homes 2 – The Arctic	1 – Space 2 – Farms and animals	1 – Kings, Queens and Castles 2 – Toy Story
<u>Design</u>	<ul style="list-style-type: none"> • I can use what I have learnt about media and materials in original ways. • I can explore my own ideas, thoughts and feelings through design and technology. • I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. • I can represent my own ideas, thoughts and feelings through design and technology. • I can use what I have learnt about media and materials in original ways, explaining the uses and purposes when asked. 		
<u>Make</u>	<ul style="list-style-type: none"> • I can handle equipment and tools carefully and safely when supported. • I can safely use and explore a variety of materials and techniques, experimenting with colour, design, texture, form and function. • I can handle equipment and tools effectively, including pencils for writing. • I can safely use and explore a variety of materials and techniques, explaining how to be safe and why it is important. • I can handle equipment and tools effectively, including scissors for cutting accurately. 		
<u>Nutrition</u> (Based on the progression skills chart, though this may need to be amended for the cooking unit chosen).	<ul style="list-style-type: none"> • I know the importance of good health, physical exercise and a healthy diet when guided/supported by an adult. • I can use measuring spoons and cups, and balancing scales when supported by an adult. • I can use a sieve e.g. flour, when supported by an adult. • I can knead when supported by an adult. • I can shape my product, e.g. bread rolls, when supported by an adult. • I can cut out rolled pastry, when supported by an adult. • I can glaze e.g. brushing with egg, milk, oil, when supported by an adult. • I can tear ingredients e.g. herbs, when supported by an adult. • I can crumble cheese e.g. Feta cheese, when supported by an adult. • I can arrange ingredients/toppings, when supported by an adult. • I can spread ingredients with the back of a spoon e.g. pizza topping, when supported by an adult. • I can use a lemon squeezer, when supported by an adult. • I can beat ingredients, not necessarily to a smooth consistency, when supported by an adult. • I can garnish and decorate my product, with support from an adult. • I know the importance of good health, physical exercise and a healthy diet and can explain it with minimal prompting. • I can use the bridge knife technique – soft foods e.g. strawberry, cherry tomato. • I can use measuring spoons and cups. • I can use balancing scales, independently. • I can use a sieve e.g. flour, independently. • I can knead, independently. 		

	<ul style="list-style-type: none"> • I can shape my product, e.g. bread rolls, independently. • I can cut out rolled pastry, independently. • I can glaze e.g. brushing with egg, milk, oil, independently. • I can tear ingredients e.g. herbs, independently. • I can crumble cheese e.g. Feta cheese, independently. • I can arrange ingredients/toppings, independently. • I can spread ingredients with the back of a spoon e.g. pizza topping, independently. • I can scoop ingredients e.g. removing mango flesh from hedgehogged shell, or baked potato from its jacket • I can use a lemon squeezer, independently. • I can independently beat ingredients together, e.g. salad dressing, not necessarily to a smooth consistency. • I can garnish and decorate my product, independently. <ul style="list-style-type: none"> • I know the importance of good health, physical exercise and a healthy diet and can explain it clearly when asked. • I can use a sieve e.g. flour and explain what is happening and why we use the sieve. • I can cut out rolled pastry and place it carefully on the baking paper. • I can glaze e.g. brushing with egg, milk, oil, and explain why it is done. • I can arrange ingredients/toppings taking care to spread them out, and can explain why they have done it. • I can beat ingredients together, to a smooth consistency.
<p><u>Evaluate</u></p>	<ul style="list-style-type: none"> • I can express myself when asked about my product. • I can use evaluative language such as: I made this... when supported by an adult. <ul style="list-style-type: none"> • I can express myself effectively when asked about my product. • I can develop my own narratives and explanations by connecting ideas and the events of my project. • I can use evaluative language such as: I made this... <ul style="list-style-type: none"> • I can express myself effectively and in detail when asked about my product, i.e. what they like about it and what they do not. • I can use evaluative language such as: I like this..... because...

Year 1 – Key Milestones

Topics Cycle A	Pirates Textiles: Making templates and joining. Designing and making their own hand puppet	Toy Story Mechanisms: wheels and axels. Creating their own moving vehicle with an axel and moving wheels.	Seaside Cooking and nutrition: Preparing fruit and vegetables. Designing and making their own fruit smoothies.
Topics Cycle B	Arctic Structures: Free standing structures Designing and creating a new house for an Eskimo.	Farms and Animals Mechanisms: Sliders and levers To design and create a pop-up book about farm animals.	FairTrade Cooking and nutrition: Preparing fruit and vegetables Designing and making their own healthy wraps.
<u>Design</u>	<ul style="list-style-type: none"> ● I can identify a target market (anyone). ● I can generate ideas from a selection provided through talk and drawings based on my own experiences. ● I can design products for myself and others. ● I can identify a target market and ensure my design matches my audience. ● I can generate ideas with limited guidance through talk and drawings based on my own experiences. ● I can design purposeful, functional and appealing products for myself and others, based on given design criteria (with support). ● I can model ideas of simple 2D templates out of card and paper. ● I can identify a target market, research what they like and apply this to my design criteria and end product. ● I can generate ideas independently through talk and drawings based on my own experiences. ● I can design purposeful, functional and appealing products for myself and others, based on given design criteria. 		
<u>Make</u>	<ul style="list-style-type: none"> ● I can make my designs when supported. ● I can cut paper designs using scissors safely with guidance. ● I can assemble, join and combine materials/components together using temporary methods when supported, i.e. glue/tape. ● I can paint my end product to improve its appearance. ● I can make my designs using the appropriate techniques, as shown by a teacher. ● I can measure, mark out, cut and shape card and textiles when supported, for example cutting the card for their sliders. ● I can use scissors and a hole punch safely. ● I can assemble, join and combine materials/components together using temporary methods, i.e. glue/tape ● I can use simple finishing techniques to improve the appearance of my product, i.e. paint, adding accessories. ● I can independently make my designs using the appropriate techniques. ● I can measure, mark out, cut and shape card and textiles with greater independence. ● I can assemble, join and combine materials/components together using temporary methods, and increasing accuracy. ● I can use simple finishing techniques to improve the appearance of my product for the intended audience. 		
<u>Nutrition</u> (Based on the progression skills chart, though this may need to be amended for the cooking unit chosen).	<ul style="list-style-type: none"> ● I can explain where meat, eggs and milk come from. ● I can explain why we need to wash our hands before cooking. ● I can select and use appropriate fruit and vegetables, processes and tools when guided. ● I can explain the safety implications of using a knife. ● I can explain why we need a balanced diet. 		

	<ul style="list-style-type: none"> • I can use a claw knife technique for soft foods e.g. cucumber with support. • I can snip herbs in a jug with support. • I can mash soft ingredients with support. • I can mix an all-in-one cake mixture with support/guidance. • I can partly scrape out a bowl using a spatula. • I can put mixture into tins, e.g. muffins using a spoon. <ul style="list-style-type: none"> • I can explain where fresh produce comes from, i.e. milk, eggs, fruit, vegetables... • I can explain why good hygiene is important when cooking. • I can select and use appropriate fruit and vegetables, processes and tools safely. • I can explain the safety rules when cooking. • I can explain the basic principles of a healthy and varied diet. • I can use a claw knife technique for soft foods e.g. cucumber • I can snip herbs in a jug using scissors. • I can mash a range of ingredients using a masher and initial guidance. • I can mix an all-in-one cake mixture independently. • I can fold filo pastry and explain how it should be handled. • I can scrape out a bowl using a spatula. • I can divide a mixture evenly between tins, e.g. muffins. <ul style="list-style-type: none"> • I can explain why good hygiene is important when cooking, and use it in practise. • I can select and use appropriate fruit and vegetables, processes and tools independently and safely. • I can explain the safety rules when cooking, and follow them in practise. • I can explain the basic principles of a healthy and varied diet and apply this to the dishes that I am cooking. • I can use a claw knife technique for soft foods e.g. cucumber with increasing confidence. • I can snip herbs in a jug independently with confidence. • I can mash a range of ingredients independently. • I can mix an all-in-one cake mixture independently, and explain what it is. • I can fold filo pastry and explain what it is. • I can divide mixture between tins carefully, and explain why there must be an even amount in each tin.
<p><u>Evaluate</u></p>	<ul style="list-style-type: none"> • I can evaluate my end product by explaining how well it works, with support. • I can evaluate my product as it is developed, explaining what is going well and what I could change, when prompted. • I can use evaluative language such as: I found....hard/easy because... (with support). <ul style="list-style-type: none"> • I can evaluate my end product by referring back to its purpose. • I can evaluate my product as it is developed, explaining what is going well and what I could change. • I can use evaluative language such as: I like / dislike because..., I could... <ul style="list-style-type: none"> • I can evaluate my end product by referring to the design criteria. • I can evaluate my end product during the making process, identifying strengths and addressing possible changes. • I can use evaluative language such as: I feel that.....next time, In my opinion.....because...

Year 2 – Key Milestones

Topics Cycle A	Pirates Textiles: Making templates and joining. Designing and making their own hand puppet	Toy Story Mechanisms: wheels and axels. Creating their own moving vehicle with an axel and moving wheels.	Seaside Cooking and nutrition: Preparing fruit and vegetables. Designing and making their own fruit smoothies.
Cycle B	Arctic Structures: Free standing structures Designing and creating a new house for an Eskimo.	Farms and Animals Mechanisms: Sliders and levers To design and create a pop-up book about farm animals.	FairTrade Cooking and nutrition: Preparing fruit and vegetables Designing and making their own healthy wraps.
<u>Design</u>	<ul style="list-style-type: none"> ● I can identify a purpose for what I intend to design and make when asked what the product does. ● I can talk about the simple design criteria with support and prompting. ● I can generate ideas through talk and simple drawings based on my own experiences. ● I can develop my design ideas through discussion, observation and simple drawings. ● I can make simple drawings and label parts when discussing it with an adult. ● I can identify the key purpose for what I intend to design and make. ● I can identify simple design criteria when asked what my product must do/have – 3 points. ● I can generate ideas through talk and drawing based on my own, and others' experiences. ● I can develop at least three design ideas through discussion, observation, drawing and modelling. ● I can make simple drawings of my designs and label the parts independently. ● I can identify the main purpose for what I intend to design and make and use this knowledge when identifying the simple design criteria – 3 points. ● I can generate, and contribute ideas to class discussions through talk and drawings based on my own, and others' experiences. ● I can develop at least three <u>varied</u> design ideas through discussion, observation, drawing and modelling with independence. ● I can draw my designs with increasing accuracy drawings and annotate the components/materials independently. 		
<u>Make</u>	<ul style="list-style-type: none"> ● I can begin to select tools and materials; use vocabulary to name and describe some of them when prompted. ● I can measure and cut card when supported. ● I can explain why it is important to use hand tools safely. ● I can assemble and join materials in order to make a product when given support. ● I can cut and join fabric to make a simple item – sewing with one-to-one support. ● I can begin to select tools and materials; use vocab' to name and describe them (topic appropriate). ● I can measure, cut and score card with some accuracy, i.e. scoring the free standing structure from card so it stands straight. ● I can use hand tools safely and appropriately, as required by the topic. ● I can assemble, join and combine materials in order to make a product, i.e. glue gun with support, brass pins for levers. ● I can cut, shape and join fabric to make a simple item, using basic sewing techniques as guided for their puppet. ● I can begin to select tools and materials that I will need for my design; using the correct vocab' to name and describe them all. ● I can measure, cut and score card with increasing accuracy. 		

	<ul style="list-style-type: none"> • I can assemble, join and combine materials, independently and with accuracy, in order to make a product. • I can cut, shape and join fabrics accurately to make a simple items independently, i.e. can thread a needle unsupported.
<p><u>Nutrition</u></p> <p><u>(Based on the progression skills chart, though this may need to be amended for the cooking unit chosen).</u></p>	<ul style="list-style-type: none"> • I can explain where fresh produce comes from, i.e. milk, eggs, fruit, vegetables... • I can explain why good hygiene is important when cooking. • I can select and use appropriate fruit and vegetables, processes and tools safely. • I can explain the safety rules when cooking. • I can explain the basic principles of a healthy and varied diet. • I can explore the bridge knife technique for harder foods with support, e.g. apple. • I can grate soft foods with support, e.g. cheese. • I can use a jug to measure liquids when supported with the maths element. • I can crack an egg – not without shell, and beat it to form a mixture. • I can spread with the back of a spoon. • I can crush garlic with support. • I can rub fat into flour when guided. • I can handle puff pastry and roll it out with guidance. <ul style="list-style-type: none"> • I can explain why good hygiene is important when cooking, and use it in practise. • I can select and use appropriate fruit and vegetables, processes and tools independently and safely. • I can explain the safety rules when cooking, and follow them in practise. • I can explain the basic principles of a healthy and varied diet and apply this to the dishes that they are cooking. • I can use the bridge knife technique with harder foods, i.e. apple. • I can hedgehog a mango cheek with a round bladed knife with support. • I can grate soft foods independently, e.g. cheese. • I can use a jug to measure liquids, getting down to eye level. • I can crack an egg without leaving any shell behind and beat it to form a mixture. • I can spread with a table knife. • I can crush garlic. • I can cut/rub fat into flour independently. • I can mix ingredients with support to form a bread dough. • I can handle and roll puff pastry evenly with a rolling pin, taking care to use flour to avoid it sticking. • I can shape ingredients carefully, i.e. burgers. <ul style="list-style-type: none"> • I can use the bridge knife technique for harder foods with accuracy and confidence. • I can hedgehog a mango cheek with a round bladed knife independently. • I can use a jug to measure liquids, getting down to eye level and reading the scale with accuracy. • I can crack an egg confidently without leaving any shell and mix it thoroughly to create a mixture. • I can mix ingredients confidently/independently to create a bread dough. • I can handle and roll puff pastry evenly, explaining what it is. • I can shape ingredients, taking care to avoid a sticky consistency.
<p><u>Evaluate</u></p>	<ul style="list-style-type: none"> • I can evaluate my finished product against the design criteria when asked specifically about each point. • I can evaluate my product as it is developed – when asked what I might change I can explain. • I can use evaluative language such as: I like this because...

- I can evaluate my finished product against the design criteria independently.
- I can evaluate my product as it is developed, identifying the strengths and possible changes independently.
- I can use evaluative language such as: Next time I could..... I like the part where... because... What I found hard about this work was..... I found this piece of work hard/easy because...
- I can evaluate my finished product against the design criteria explaining the strengths and weaknesses of the products in detail.
- I can evaluate the finished product as it is developed, identifying the strengths and acting upon any weaknesses.
- I can use evaluative language such as: It was interesting because...

Year 3 – Key Milestones

Topics Cycle A	Weather	France	What makes Britain great?
	(Shell structures: Exploring shell structures, and creating their own mobile to sell as their enterprise product)	(Cooking and nutrition: To explore different breads and to design and make their own bread to accompany a soup they will cook – to enjoy as a class)	(Electrical systems –To create a model of a British landmark (using reusable materials) with a simple circuit and switch, to teach younger children about the landmark.
Cycle B	South America	Romans and volcanoes	Local Geography
	(Textiles: Designing and making a reusable bag for the beach)	(Cooking and nutrition: To research, design and make their own pizza to enjoy as a class)	(Mechanical structures – levers and linkages – To create a pop up book to show what they have learnt about the topic/based on English focus – to be flexible according to the chn's interests)
Design	<ul style="list-style-type: none"> ● I can identify a purpose for my product, and with support explain what it needs to be successful. ● I can generate two different ideas for my product. ● I can explain the order of my work before I start, when prompted. ● I can identify the key purpose for my product, and create my own success criteria – 5 points. ● I can generate three labelled designs for my product, carefully considering its purpose and the user. ● I can explain the order of my work before starting, recording this as a set of instructions. ● I can identify the audience and key purpose of my product, and carefully consider my own 5 point success criteria based on the audience and purpose. ● I can generate at least three varied annotated designs for my product, carefully considering the purpose and users. ● I can plan the order of my work before starting, recording this as a set of detailed instructions using the correct terminology and techniques. 		
Make	<ul style="list-style-type: none"> ● I can select some of the correct tools and use the correct techniques when shown. ● I can use a ruler with support to measure and mark out my materials. ● I can explain how to work safely with the tools I am using. ● I can measure, cut and tape materials to create my product. ● I can work with direction to strengthen my product, i.e. to create a thicker slider using card. ● I can select the correct tools and techniques when making my product, this will be written down as a set of instructions before I start. ● I can measure, mark out, cut score and assemble components without support and with greater accuracy, for example – when cutting and scoring the shell structures from paper. ● I work safely and accurately with the tools I am using. ● I can think about my ideas and am open to changing things if it helps to improve my work. ● I can measure, cut, tape and pin materials accurately to create my product, for example when sewing the reusable bag. ● I can create a working circuit within a product, ensuring the wires are carefully connected. ● I can use finishing techniques to strengthen and improve the appearance of my product, i.e. layering cardboard when creating a pop up book, rolling newspaper to create a sturdy 3d structure. 		

	<ul style="list-style-type: none"> • I can independently select the correct tools and techniques when making my product, adapting these when the need arises. • I can confidently measure, mark out, cut, score and assemble my product with accuracy leading to a sturdy build. • I work quickly, safely and accurately with the tools I am using, displaying greater confidence. • I can work dynamically, constantly looking for better options if my product doesn't go as planned. • I can measure, tape, cut and pin materials accurately and confidently to create a quality product. • I can work dynamically and independently to strengthen and improve the appearance of my product.
<p style="text-align: center;">Nutrition</p> <p><i>(Based on the progression skills chart, though this may need to be amended for the cooking unit chosen).</i></p>	<ul style="list-style-type: none"> • I can explain the main ideas of a healthy diet, i.e. the need to eat fruit and vegetables for nutrition. • I can say whether a dish is healthy or not when asked, i.e. desserts and salad. • I can use the claw knife technique with support, and peel soft vegetables with a peeler. • I can use digital/spring balance scales when supported. • I can add liquid to flour and stir to create a paste with support. • I can cut our rolled pastry to create simple shapes using a shape cutter. • I can shell a boiled egg – requiring support to ensure no shell remains. • I can use a sieve or colander to drain ingredients – loses a small amount. <ul style="list-style-type: none"> • I can explain the main principles of a healthy diet, i.e. where we acquire vitamins and minerals, and why certain foods are good for us such as calcium is used to maintain healthy bones. • I can give examples of suitable dishes for a healthy and varied diet. • I can use the claw knife technique for harder foods, i.e. a carrot. • I can peel soft vegetables with a peeler confidently, i.e. courgette. • I can use digital/spring balance scales when weighing ingredients, ensuring the start is always zero. • I can add liquid to flour and stir to create a paste without lumps. • I can cut our rolled pastry accurately using a cutter – the shape remains intact. • I can coat ingredients, i.e. with egg and breadcrumbs. • I can shell a boiled egg, leaving no shell behind. • I can drain ingredients through a sieve or colander without support – without losing any ingredients. . <ul style="list-style-type: none"> • I can explain the main principles of a healthy and varied diet in detail, i.e. can explain the need for a careful balance of protein, carbohydrates, fresh produce and fats... • I can give several examples of suitable dishes for a healthy and varied diet, and understand that as long as we have a balance we do not need to rule out foods. • I can confidently use the claw knife technique and peel vegetables independently, with speed and accuracy. • I can add liquid to flour to create a smooth paste, understanding when it is ready. • I can cut out rolled pastry using shape cutters and freehand using a knife.
<p style="text-align: center;">Evaluate</p>	<ul style="list-style-type: none"> • I can evaluate my product against the original design criteria with support from an adult. • I can disassemble and evaluate a product with support. • I can use evaluative language such as: I enjoyed it because..... <ul style="list-style-type: none"> • I can evaluate my product against my own set of design criteria, exploring how well it meets its intended purpose. • I can disassemble and evaluate a product in writing, exploring the positives and negatives. • I can use evaluative language such as: I found this work... because... Next time I could/would... You could improve this work by... <ul style="list-style-type: none"> • I can evaluate my product against my own set of design criteria, exploring how well it meets its intended purpose without bias. • I can disassemble and evaluate a product based on its intended purpose, audience and quality of build, exploring the positives and negatives. • I can use evaluative language such as: Maybe you could try..... I feel that.....was successful / ambitious because...

Year 4 – Key Milestones

Topics Cycle A	Weather	France	What makes Britain great?
	(Shell structures: Exploring shell structures, and creating their own mobile to sell as their enterprise product)	(Cooking and nutrition: To explore different breads and to design and make their own bread to accompany a soup they will cook – to enjoy as a class)	(Electrical systems –To create a model of a British landmark (using reusable materials) with a simple circuit and switch, to teach younger children about the landmark.
Cycle B	South America	Romans and volcanoes	Local Geography
	(Textiles: Designing and making a reusable bag for the beach)	(Cooking and nutrition: To research, design and make their own pizza to enjoy as a class)	(Mechanical structures – levers and linkages – To create a pop up book to show what they have learnt about the topic/based on English focus – to be flexible according to the chn’s interests)
Design	<ul style="list-style-type: none"> ● I can identify a purpose for my product based upon what I know about other products. ● I can create some of my own design criteria with support. ● I can create my design with support. ● I can improve my initial design when given guidance. ● I can identify the key purpose for my product, based upon my research. ● I can create my own design criteria based upon the research. ● I can create designs based upon my own experience and the experiences of others – listening to the ideas of others. ● I can develop my own ideas via discussion, observation, drawing, annotating and modelling. ● I can create annotated designs, and prototypes to ensure the designs work. ● I can identify the audience and key purpose of my product, based upon my own thorough research – researching several products independently. ● I can create my own design criteria based upon the research – each point to be different and reflect the intended audience/purpose. ● I can create my own designs based upon research, my own experiences and the experiences of others – listening to and interacting with the ideas of others. ● I can explore my designs with out bias, and develop them to improve the overall design, independently. ● I can create annotated drawings of my designs, taking the initiative to create prototypes and amend my designs appropriately. 		
Make	<ul style="list-style-type: none"> ● I can select some of the correct tools and use the correct techniques for my product. ● I can join and combine materials in a variety of ways, when shown. ● I can use running stitch. ● I can measure, pin, cut and tape materials to create my product – with support when required. ● I can independently select the correct tools and techniques for making my product, this will be written down as a set of instructions before I start. ● I can join and combine materials in temporary and permanent ways, i.e. staples, glue gun, twisting wires when creating a working circuit in my product, connecting linkages when creating my pop up book. ● I can sew materials with at least two different stitches (to include running stitch), and I can thread my own needle, for example; when creating my own reusable bag. 		

	<ul style="list-style-type: none"> ● I can measure, mark out, cut, tape and pin materials accurately and confidently to create my product, i.e. when measuring, cutting out and scoring my shell structures. ● I can independently select the correct tools and techniques when making my product, adapting these when the need arises. ● I can confidently join and combine materials in temporary and permanent ways, selecting the best options for the purpose. ● I can confidently use a range of stitches when sewing, thread my own needle and finish the thread with a knot. ● I can measure, tape, cut and pin materials accurately and confidently to create a quality product, building upon their learning from Year 3.
<p style="text-align: center;">Nutrition</p> <p><i>(Based on the progression skills chart, though this may need to be amended for the cooking unit chosen).</i></p>	<ul style="list-style-type: none"> ● I can explain the main ideas of a healthy diet. ● I can consider the governments recommendations for a healthy plate, and create my own when supported with the main principles. ● I can grate food safely with support and guidance. ● I can separate an egg by using a bottle to separate the yolk. ● I can mix fat and sugar using a wooden spoon to form a batter with few lumps. ● I can use a rolling pin to roll shortcrust pastry with support. ● I can explain the main principles of a healthy and varied diet in detail, referring to what I have learnt in science. ● I can consider the governments recommendations for a healthy plate, i.e. protein, dairy...etc, and create my own. ● I can grate harder foods safely, i.e. carrots. ● I can separate an egg by breaking the shell and using my hands. ● I can cream fat and sugar to create a creamy batter without lumps. ● I can carefully fold flour into a creamed mixture, i.e. when making buns. ● I can handle and roll shortcut pastry to a suitable thickness when asked, and can add flour to prevent sticking when prompted. ● I can season my dishes to taste. ● I can consider the governments recommendations for a healthy plate, and can confidently and independently create my own with varied ingredients. ● I can separate an egg with consistency. ● I can cream fat and sugar, and know when to stop based on the colour and consistency. ● I can fold flour into a creamed mixture, and can explain why it is folded and not just mixed in. ● I can handle and roll shortcrust pastry, knowing when to add flour to prevent the pastry from sticking.
<p style="text-align: center;">Evaluate</p>	<ul style="list-style-type: none"> ● I can evaluate my product with support as I am making it, and I can say what has worked well at the end. ● I can evaluate my product by testing its main purpose. ● I can use evaluative language such as: I enjoyed.....because..... ● I can evaluate my product both during and at the end of making the product, i.e. dynamically and in writing as part of the final evaluation. ● I can evaluate my product by carrying out a fair test to ensure it meets the design criteria. ● I can use evaluative language such as: You could improve this work by... (building on from Year 3, but with increasing detail). ● I can evaluate my product both during and at the end of making the product, without bias and support/guidance. ● I can evaluate my product by designing my own fair test to ensure it meets the design criteria I created at the beginning. ● I can use evaluative language such as: Maybe you could try..... I feel that.....was successful / ambitious because...

Year 5 – Key Milestones

Topics Cycle A	China/Enterprises (Textiles: Exploring different stitches: Make a decoration for the enterprise project using a range of stitches)	Rivers, Amazon Explorer (Celebrating Culture and Seasonality Exploring the Brazilian cuisine, and designing and making their own Brazilian inspired dish for the class to enjoy)	History topic linked to end of term show (Mechanical systems: Cams Create a moving scene based on the history topic, with the aim of teaching others about the topic – woodwork)
Cycle B	Everest/Mountains (Structures: Frame structures To explore different frame structures, and to use this knowledge to design a creative tent or someone to use when camping - woodwork)	The Water cycle (Electrical systems To create a model, with a working circuit and a complex switch)	History topic linked to end of term show (Celebrating Culture and Seasonality To explore the concept of batch cooking. To design and make a savoury dish that can be reheated when camping)
Design	<ul style="list-style-type: none"> ● I can generate ideas whilst talking with adult and identify a purpose for my product. ● I can draw up a personal specification for my design with support. ● I use research to help form my own design. ● I can explain what needs to be done (materials, equipment and processes) with support – firstly...secondly... ● I use the results of research/investigation, information sources, including ICT when developing design ideas – a greater knowledge of the research process and how it feeds into the design process. ● I can independently create design criteria for my product, taking research into consideration (building on from Year 4 with greater detail and understanding). ● I can generate ideas through brainstorming, following them up to produce at least three varied designs (to identify a purpose for my product independently). ● I can develop a clear idea of what has to be done, planning how to use the materials, equipment and processes, and suggesting alternative methods if first attempts fail – clear knowledge for the timeline of the make. ● I can independently generate ideas through brainstorming and identify a clear purpose for my product – can explain the process clearly and its importance. ● I use a greater range of research to make sense of the project, and this feeds into my designs. This is clear in my varied designs reflecting the research. ● I know the timeline for my make and can suggest alternative methods if first attempts fail – confidence and independence. 		
Make	<ul style="list-style-type: none"> ● I can select some of the correct tools and use the correct techniques for my product, with little guidance. ● I can cut and join materials to create my product, with the aim of creating a quality product. ● I can measure and mark out materials – I know that I need to measure twice before cutting. ● I can independently select the correct tools and techniques for making my product without input, i.e. whether pins or a glue gun will work better. ● I can use the tools and equipment safely and independently, without reminders, i.e. creating the cam frame with care and respect for safety. ● I can cut and join with accuracy to ensure a good quality finish to the product, i.e. very little errors with regards to overlap or gaps – building on from Year 4, i.e. joining wires to an electrical component successfully. ● I can measure and mark out accurately and confidently – starting at zero and measuring twice before cutting, i.e. when creating frame structures from dowel. ● I can independently select the correct tools and techniques for making my product without input and with greater confidence. I can explain, in detail, why one technique/tool is better than another. 		

	<ul style="list-style-type: none"> ● I can cut and join materials with increased accuracy to ensure a good quality finish to the product. There are no flaws in the product with regards to the cuts and joins. ● I can measure and mark out materials accurately and confidently – There are no flaws in the product with regards to the measures.
Nutrition	<ul style="list-style-type: none"> ● I can adapt a given recipe to create my own version. ● I can prepare and cook a savoury dish with support throughout. ● I can explain the key principles of basic hygiene when cooking. ● I can use the bridge and claw technique with guidance. ● I can core an apple with support. ● I can use a grater to grate cheese. ● I can explain how to stay safe when using a hob. ● I can use a whisk correctly for a short time. ● I can weigh and measure ingredients with support from an adult. <ul style="list-style-type: none"> ● I can design and cook my own dish, based on an original recipe. ● I can prepare and cook a savoury dish with limited intervention. ● I can apply the rules of basic hygiene at all times, with reminders. ● I can use a combination of the bridge and claw technique to slice an onion. ● I can core an apple independently. ● I can finely grate ingredients using a grater, i.e. nutmeg or parmesan cheese. ● I can use a hob (with supervision), I understand how to turn the hob on/off and turn the heat up/down. ● I can weigh and measure ingredients accurately (time, dry ingredients, liquids). ● I can use a whisk correctly on my own to completely whisk the ingredient fully, i.e. egg whites/cream. <ul style="list-style-type: none"> ● I can design and cook my own recipe based upon an original, carefully considering the mix of ingredients. ● I can prepare and cook a savoury dish independently. ● I can use a combination of the bridge and claw technique to slice and dice an onion. ● I can independently finely grate a range of ingredients. ● I can use a hob (with supervision), I understand how to hold a pan and how to control the temperature – can explain this in detail, and use the terms boil and simmer correctly.
Evaluate	<ul style="list-style-type: none"> ● I can decide whether my product meets the design criteria when referred to each individually. ● I can evaluate the work of others using the design criteria. ● I can use evaluative language (with support) such as: I found this work....because... Next time I could/would.... You could improve this work by <ul style="list-style-type: none"> ● I can evaluate my product against the original design specification, and success criteria. ● I can evaluate my product without bias, and ask others to evaluate my product to help decide whether it has met the success criteria. ● I can use evaluative language such as: Possible improvements may include... My view is that....because... <ul style="list-style-type: none"> ● I can evaluate my product against the original design specification independently in writing and without bias. ● I can factor in my own thoughts and the thoughts of others when completing my overall evaluation. I can also give constructive criticism when evaluating the work of other people. ● I can use evaluative language such as: This is supported by the fact that... In my opinion... furthermore..... However...

Year 6 – Key Milestones

Topics	China/Enterprises	Rivers, Amazon Explorer	History topic linked to end of term show
	(Textiles: Exploring different stitches: Make a decoration for the enterprise project using a range of stitches)	(Celebrating Culture and Seasonality Exploring the Brazilian cuisine, and designing and making their own Brazilian inspired dish for the class to enjoy)	(Mechanical systems: Cams Create a moving scene based on the history topic, with the aim of teaching others about the topic – woodwork)
	Everest/Mountains (Structures: Frame structures To explore different frame structures, and to use this knowledge to design a creative tent or someone to use when camping - woodwork)	The Water cycle (Electrical systems To create a model, with a working circuit and a complex switch)	History topic linked to end of term show (Celebrating Culture and Seasonality To explore the concept of batch cooking. To design and make a savoury dish that can be reheated when camping)
Design	<ul style="list-style-type: none"> ● I can create a set of design criteria with support – 5 point ● I can record my designs as drawings. ● I can explain the order of my work outlining the materials, tools and techniques that I will use. ● I can create my own detailed 5 point set of design criteria without initial input. ● I can record several varied designs as detailed annotated drawings. ● I can plan the order of my work by creating my own set of instructions, outlining the tools, materials and techniques required (building on from Year 5 ability). ● I can independently create a detailed 5 point set of design criteria based upon my research. ● I can record several varied detailed designs with annotations and exploded diagrams, carefully considering my designs criteria. ● I can plan the order of my work by creating a set of detailed instructions, outlining the tools, materials and techniques required, and why. 		
Make	<ul style="list-style-type: none"> ● I can select appropriate tools, materials, components and techniques with guidance from an adult. ● I can assemble the components to create my end product with support, using the tools as advised. ● I can construct the end product using permanent joining techniques with guidance and support. ● I can create a product with a working circuit, with support and guidance. ● I can make modifications when suggested. ● I can select appropriate tools, materials, components and techniques - developing my measuring, marking, cutting, shaping and joining skills using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. ● I can independently assemble the components to create the end product, using tools safely and accurately, i.e. connecting electrical wires, or using a range of stitches. ● I can construct the end product using permanent joining techniques – to include woodwork and pinning, i.e. frame structures created with dowel or cams onto a cam shaft. ● I can apply my knowledge of circuits to create a product with a complete fully working circuit. ● I can make modifications as issues arise. ● I can independently select then appropriate tools, materials, components and techniques based on the end product and the safety requirements. I am developing my measuring, marking, cutting, shaping and joining skills using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames with increasing accuracy. ● I can independently select the appropriate materials to create the end product, explaining why the materials are suitable. ● I can use the tools safely with increasing accuracy, and understand the need for safety equipment. ● I can construct the end product choosing the most suitable permanent joining techniques. ● I can see if an issue is going to arise and make modifications before I encounter them. 		
Nutrition	<ul style="list-style-type: none"> ● I can prepare and cook savoury dish with a range of cooking techniques with appropriate support. ● I understand and can explain seasonality, and give an example. 		

	<ul style="list-style-type: none"> ● I can peel carrots with guidance/support. ● I can prepare and cook a savoury dish using a range of cooking techniques independently. ● I understand seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed. ● I can peel carrots independently. ● I can chop herbs finely using a knife and adult guidance/support. ● I can prepare and cook a savoury dish using a range of cooking techniques, and can ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, vegetables. ● I understand seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed so that they are safe to eat. ● I can peel carrots with confidence. ● I can chop herbs finely using a knife.
Evaluate	<ul style="list-style-type: none"> ● I can evaluate my product, identifying a strength and an area for development based on given tests. ● I can explain my evaluation, and how I would change it next time. ● I can evaluate using phrases like: In my opinion... My view is that... ● I can evaluate my product, identifying strengths and areas for development, based on my own tests. ● I can record my evaluation, without bias, by assessing how well my product meets the design criteria and suggesting different ways that I could improve it. ● I can evaluate using phrases like: Possible improvements may include... Or alternatively... ● I can evaluate my product, identifying strengths and areas for development, based on my own tests and how well it meets the intended outcomes. ● I can record my evaluation by independently assessing how well my product meets the design criteria, and what could be changed to improve the product for the intended audience. ● I can evaluate using phrases like: This is supported by the fact that..... Furthermore.....however...