

<b>DESIGNING</b>	
Understanding contexts, users and purposes	<p>Children should:</p> <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>• state what products they are designing and making</li> <li>• say whether their products are for themselves or other users</li> <li>• describe what their products are for</li> <li>• say how their products will work</li> <li>• say how they will make their products suitable for their intended users</li> <li>• use simple design criteria to help develop their ideas</li> </ul>
Generating, developing, modelling and communicating ideas	<p>Children should:</p> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing</li> <li>• model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>
<b>MAKING</b>	
Planning	<p>Children should:</p> <ul style="list-style-type: none"> <li>• <i>plan by suggesting what to do next</i></li> <li>• select from a range of tools and equipment, <i>explaining their choices</i></li> <li>• select from a range of materials and components according to their characteristics</li> </ul>
Practical skills and techniques	<p>Children should:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> </ul>

<b>EVALUATING</b>	
Own ideas and products	Children should: <ul style="list-style-type: none"> <li>• talk about their design ideas and what they are making</li> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• <i>suggest how their products could be improved</i></li> </ul>
Existing Products	Children should know: <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>
Key events and individuals	Not applicable in KS1
<b>TECHNICAL KNOWLEDGE</b>	
Making products work	Children should know: <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i></li> <li>• <i>that food ingredients should be combined according to their sensory characteristics</i></li> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul>
<b>COOKING AND NUTRITION</b>	
Where food comes from	Children should know: <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>
Food preparation, cooking and nutrition	Children should know <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in the eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>