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| Year 3 |  |
| Food and Nutrition | Select from and use a wider range of cooking tools and equipment to perform practical tasks safely. |
|  | Understand and know where and how a variety of ingredients are grown. |
|  | Explain seasonality and understand how the weather affects certain plants. |
|  | Prepare ingredients safely and hygienically using appropriate kitchen utensils. |
|  | Understand how to control the temperature of the hob when cooking. |
| Design | Investigate a range of existing products. |
|  | Develop a design based around a design criteria. |
|  | Generate, develop, model and communicate their ideas through discussion and sketches. |
| Make |  |
|  | Select from and use a range of tools and equipment to perform practical tasks. |
|  | Use appropriate techniques to decorate fabric. |
|  | With some independence, use a running stitch and an overcast stitch explaining why these methods are suitable for the task. |
|  | Build and join strong frame structures and stiffen materials. |
|  | Use a variety of materials and joining  methods to strengthen and stiffen more  complex structures. |
|  | Apply a detailed understanding of how to  strengthen and stiffen e.g. that the central  area of a kite needs stronger strengthening  and the outside edges need lighter  stiffening. |
| **Evaluate** |  |
|  | Evaluate their ideas and products against their own Design Criteria. |
|  | Investigate and analyse a range of existing products |
|  | Name some key events and individuals that have  helped shape the world of lighting. |
| Technical Knowledge | apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
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| Year 4 |  |
| **Food and Nutrition** | Begin to understand the proportions of a balanced diet |
|  | Be able to plant and care a variety of ingredients so they yield produce. |
|  | Measure ingredients to the nearest millilitre accurately |
|  |  |
| **Design** |  |
|  | Draw a design which uses annotations to add some detail. |
|  | Develop design criteria to inform the design of innovative products considering the purpose and target group/individual. |
| Make |  |
|  | • Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches. |
|  | Make a well finished product considering the aesthetic and functional qualities. |
|  | Make a prototype |
|  | Use a range of tools for cutting, shaping, joining and finishing. |
|  | Choose materials that are suitable for a task based on their properties |
|  | Understand and use mechanical systems in their products [for example, levers and linkages] |
| Evaluate | Name some key events and individuals that have  helped shape the world of lighting. |
|  | Use design criteria to help guide the evaluation process |
|  | investigate and analyse a range of existing products |
| Technical Knowledge |  |
|  | Explore how mechanical systems work. |
|  | Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |