

## Non-Core Age-Related Attainment Expectations

<u>Subject</u>	<u>Year Group</u>	<u>Date</u>	<u>Class</u>
<b>Design &amp; Technology</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I say what my product is for & how it will work. I share my ideas through talking & drawing.	I select from a range of materials & components chosen by my teacher. With support, I cut, shape & join materials.	I talk about my likes & dislikes of what I have made. I describe what products are, who they are for & why.	I talk about how I think something works.	I can name & sort foods & know that ingredients can be combined to make a new taste. With support, I can prepare simple dishes without heat.	<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I use my own experiences to describe what my product is for. I say how my product will work & whether it is for me or other people. I develop & communicate ideas by talking & drawing.	I can plan my design. I select from tools & materials chosen by my teacher. I can cut, shape & join materials. I follow safety & hygiene procedures.	I talk about my design ideas, what I am making & how it could be improved. I describe what products are, who they are for & how & where they are used.	I describe the simple characteristics of materials & components. I know that a 3D textile product can be assembled from two identical fabric pieces.	<b>With support:</b> I can identify that all food comes from plants or animals, & has to be grown, farmed or caught. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

<u>Subject</u>	<u>Year Group</u>	<u>Date</u>	<u>Class</u>
<b>Design &amp; Technology</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives				Teacher to write pupils' initials	
		Design	Make	Evaluate	Technical Knowledge		
<b>Emerging</b>	Some children will not have made so much progress. They will be able to:	I use my own experiences to describe what my product is for. I say how my product will work & whether it is for me or other people. I develop & communicate ideas by talking & drawing.	I can plan my design. I select from tools & materials chosen by my teacher. I can cut, shape & join materials. I follow safety & hygiene procedures.	I talk about my design ideas, what I am making & how it could be improved. I describe what products are, who they are for & how & where they are used.	I describe the simple characteristics of materials & components. I know that a 3D textile product can be assembled from two identical fabric pieces.	<b>With support:</b> I can identify that all food comes from plants or animals, & has to be grown, farmed or caught. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	<b>Emerging</b>
	Most children will be able to:	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	<b>Expected</b>
	Some children will have progressed further. They will be able to:	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate.	<b>Emerging</b>
	<b>Expected</b>	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	<b>Expected</b>
	<b>Exceeding</b>	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	<b>I can, with support, identify:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities. <b>I can identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select materials & tools suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. Materials' functional & aesthetic qualities. <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & farmed in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	<b>Emerging</b>
	<b>Expected</b>	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	<b>I can, with support, identify:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities. <b>I can identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	<b>Expected</b>
	<b>Exceeding</b>	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	<b>I can, with support, identify:</b> How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Design &amp; Technology</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' Initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	I can, with support, identify: How to use maths & science to design products that work. How materials have functional & aesthetic qualities. I can identify: How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	I can, with support, identify: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	I can identify & analyse: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
<b>Emerging</b>	Some children will not have made so much progress. They will be able to:	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	<b>I can, with support, identify:</b> How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	<b>Emerging</b>
	Most children will be able to:	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	<b>I can identify &amp; analyse:</b> How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	<b>Expected</b>
	Some children will have progressed further. They will be able to:	I work confidently within different domestic, local & industrial contexts. I use research, including the study of different cultures, to identify & understand user needs. I combine ideas from a variety of sources, decide which design criteria clash & determine which should take priority. I take creative risks.	I select from & use a more complex range of materials, components, & ingredients; taking into account their functional & aesthetic properties. I understand the process of risk assessment.	I test, evaluate & refine my ideas against a specification; taking into account views of users & interested groups. I actively involve others in testing my products. I investigate & analyse new products through disassembly, & consider the positive & negative impact that they may have on the world.	I understand properties of materials & how they can be used to enhance the performance of structural & functional elements. I know how electrical & electronic systems can be powered & used in my products. I know about textile fibre sources & how to select & modify pattern pieces.	I know that advertising, availability, packaging & cost can influence what individuals choose to eat; along with, where the food is produced, culture, religion & peer-pressure. I know that food safety means preventing contamination & spoilage I know how to use safety practices when storing, prepping & cooking food.	<b>Exceeding</b>

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			