	Designing						Making					Evaluating						Technical knowledge			Cooking and nutrition			
	Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas			Planning Practical skills and techniques				Own ideas	Own ideas and products Existing products				Making products work				where tood comes from		ion, cooking and rition					
E195 Pupils learn to:						"Successed with a purpose, nowing a visionity of measures "have implies tools and the original departs "Made! (construct with a walker output of departs "Made! (construct with a walker output of departs "Made (construct with a walker output of departs "Made (construct with a walker output of departs "Made (construct with output of construct (construction) "Made (constructions of departs)" (with a construction) "Made (constructions of departs)" (with a construction)					"Recently cannot be recently although the cannot be recently a					*Show an interest in technological toys *Talk about how things work			*Bagin to understand some final proposation to talk, schrönigen and processor *Postation schrönige pursuing before *Postation schrönige pursuing before *Postation schrönige pursuing before final project *Postation before to make an activity of and flagence *Postation schrönigen der forestripe in final project *Indentition der forestripe in final *Bagin to understand titter entrig well contributes to good health					
Sticky Knowledge									nguager of designing and enaking (join, build, allayer, longer, sharter, hencior etc.)									-	e components and their ch of, lever, strong, up down,	along,	Name of products, names of equipment, glossific, and log relients States, trace, lower, slow, but, quice, apparatures, result, force, lower, convers, by glossific, entitle, grown, resend, forces, forced,			
HS1 Pupils will learn to:	 surk confidently within a range of context, such as imaginary, ctory-based home, school, gardens, playgrounds, local community, industry and the wider environment 	state what products they are designing and making	 say whether their products are for themselves or other users 		 use knowledge of existing products to help come up with ideas 	develop and communicate ideas by talking and drawing	 plan by suggesting what to do next 	 select from a range of tools and equipment, euglaining their choices 	follow procedures for safety and hygiene	 use a range of materials and components, including construction materials are lists, twaller, food ingredients and mechanical components 	* measure, mark out, out g and chape-materials and d components	 talk about their design ideac and what they are making 	 make simple judgement about their products and ideas against design criteria 	E + explore what products are	explore who products are for	suplore what products are for	eugliore how products work	 about the cimple working characteristics of materials and components 	about the movement of simple mechanisms	how freestanding structures can be improved	 that food has to be farmed, grown elsewhere (e.g. home) or caught 		 how to name and cort foods into the five groups in The eatwell plate 	 that everyone should aim to eat at least five portions of failt and segetables every day
	 describe what their products are for 	say how their products will work	their products suitable for	 use simple design criteria to help-develop their ideas 	 model ideas by exploring materials, components and construction kits and by making templates and enackups 	use information and communication technology, where appropriate, to develop and communicate their ideas.	 select from a range of materials and components according to their characteristics 		 accemble, joir and combine resterials and components 	 use finishing techniques including those from art and design 		suggest how their products could be improved		explore how products are used	 suplars where products might be used 	euglore what materials products are made from	what they like and dislike about products	 that food ingredients should be combined according to their sensory characteristics 	How 2-0 textiles product can be assembled from two				 how to prepare cimple diches safely and hygienically, without using a heat source 	 how to use techniques such as cotting, peeling and grating
Sticky Knowledge	By the ent of the Stops Cons. just will and montres the basis from the fact modes are all to be followed this sequence for two product moding. They may be found to be found																Hard, rough, strong, bendy, Round, square, soft, sharp,	identify levers, sliders, wheels and axies	identify methods or materials that could make a structure stronger, stiffer or more stable	that all food comes from plants or animals	name and sort foods into the five groups in The eatwell place	sensory vocabulary e.g. saft, juky, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pig, care,	Identify and know the use of: prefer, knop, chopping board, soap, cloth, mixing bowl, wooden spoon	
																			Lise Voobulary of Identical, fabric, shapes			Fruit and vegetable names,	Healthy diet, ingredients	Slicing presing cutting aquerzing.
Lower Key Stage 2 Pupils will learn to:	 gather information also the needs and wants of porticular individuals and groups 	design criteria and use			generate realistic ideac, focusing on the needs of the user	 make design decisions that take account of the availability of recourses 	 order the main stages of making 		 measure, mark out, cut and shape nuterials and components with some accuracy 	 accentile, join and combine materials and components with some accuracy 	 apply a range of finishing techniques, including those from art and design, with some accuracy 	 refer to their decign criteria as they decign an make 	 use their design criteria to evaluate their completed products 	who designed and made the products	where products were designed and made	 when products were designed and made 	whether products can be recycled or reused	*how mechanical systems create insvenient	 how climple electrical circuits and components can be used to create functional products 	 how to program a computer to control their products 			 that a healthy det is made up from a variety and balance of different food and drink, as depicted in The extwell 	 that to be active and healthy, food and drink are needed to provide energy for the body
																		 that a single fabric shape can be used to make a 3b testiles product 	 that food ingredients can be fresh, pre-cooked and processed 	how to make coorg, or chell couctures				
Sticky Knowledge	Application for programme comments and contraction of the contraction														such solvens and Identify electrical (probable followings or previous for cell, bulls, usins, notes; bullses; (EQ),			Appenis, editis, grown, eronet, flower, transed, processed, eronend, horwitted healthy/looked diet		воть об раздить, котов об выражень, инвойц али (организм; Инжин, 2020, цанен, охи, Вос, дору, адариться, отай, рафитося, соой, frash, инмину,				
Upper Key Stage 2: Pupils will learn to:	 carry out research, usin curveys, intensions, questionnaires and web- tosed resources 	identify the needs, wants, preferences and salues of particular individuals and groups	 develop a cimple decign specification to guide their thinking 		generate innovative ideas, drawing on recearch	 make design decisions, taking account of constraints such as time, resources and cost 	 produce appropriate lists of tools, equipment and materials that they need 	 formulate step-by-step plans as a guide to making 	materials and components	 accurately assemble, join and combine materials and components 	 accusably apply a range of finishing techniques, including those from art and design 	critically evaluate the quality of the design, manufacture and finness for purpose of their	products as they design and make	how much products cost to make	how innovative graducts are	* how custainable the materials in products are	what impact products have beyond their intended purpose	 how mechanical systems such as cams or pulleys or gears create movement 	 how more complex electrical circuits and components can be used to create functional conturns 		that sessoes may affect the food available	how food it processed into ingredients that can be eater or used in cooking	 that recipes can be adapted to change the appearance, tacte, tercure and aroma 	 that different food and drink contain different substances – nutrients, water and fibre – that are resided for basels.
									use techniques that involve a number of steps.	demonstrate resourcefulnecs when tacking practical problems		 evaluate their ideas and products against their original design coerification 						how to reinforce and strengthen a 3D framework	 that a lib textiles product can be made from a combination of fabric change 					
Sticky Knowledge	indemned deedly and an examiny of Warry, involving systemacy on the industriance, Marry Standard Space, Anna Standard Space, Marry Standard Space, Anna Standard Space, Anna S														Gears and pulseys can be used to speed up, slow down or change the direction of movement.	coetod, program, eystem, input device, output device, series circuit, parallel circuit	Assrope can be adopted by adding ar substituting one or more ingredients	source, seasonality		utensils, combine, sinead, ctir, pour, mix, whisk, beat, rall out, crumble	jeast dough, flour, wholemed, boiling codo, spice, herbs fat, sugar, curbohydrase, protein, shaming eutriests,			
	**PORTO GRAPH, A STAN CARRESTON **ROOM CONTROL OF THE ANGEL OF T													Use vocabulary of frame structure, office, anaugence, nations, structure, coaling, shape, join, oregonary, permanent										