

Expectations for our Year 1 Designers	Expectations for our Year 2 Designers
Through a variety of creative and practical activities, designers should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Using a range of design techniques and tools, our designers will:	
Design: • Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make: • Select from and use a range of tools and equipment to perform practical tasks. Evaluate: • Explore and evaluate a range of existing products. Technical Knowledge: • Build structures, exploring how they can be made stronger, stiffer and stable. Cooking and Nutrition: • Use the basic principles of a healthy and varied diet to prepare dishes.	Design: • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: • Evaluate their ideas and products against design criteria. Technical Knowledge: • Explore and use mechanisms in their products Cooking and Nutrition: • Understand where food comes from. • Use the basic principles of a healthy and varied diet to prepare dishes.
By the end of KS1 our young designers have started to explore and use a range of design techniques involving drawing, planning, using tools, using textiles, strengthening techniques, woodworking, food safety and simple subject vocabulary.	

Expectations for our Year 3 Designers	Expectations for our Year 4 Designers
Through a variety of creative and practical activities, designers should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Using a range of design techniques and tools, our designers will:	
Design: • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Make: • Select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate: • Investigate and analyse a range of existing products. Technical Knowledge: • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Cooking and Nutrition: • Understand and apply the principles of a healthy and varied diet.	Design: • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Make: • Select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate: • Evaluate their ideas and products against their own design criteria. Technical Knowledge: • Understand and use mechanical systems in their products. Cooking and Nutrition: • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
By the end of LKS2 our young designers have secured the basic concepts of designing and can use a range of design techniques involving drawing, planning, using tools, using textiles, strengthening techniques, woodworking, food safety (shaping and cutting) and simple subject vocabulary.	

Expectations for our Year 5 Designers	Expectations for our Year 6 Designers
Through a variety of creative and practical activities, designers should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Using a range of design techniques and tools, our designers will:	
Design: • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to the functional properties and aesthetic qualities. Evaluate: • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical Knowledge: • Understand and use electrical systems in their products Cooking and Nutrition: • Understand seasonality and know where and how a variety of ingredients are grown.	Design: • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to the functional properties and aesthetic qualities. Evaluate: • Understand how key events and individuals in design and technology have helped shape the world. Technical Knowledge: • Apply their understanding of computing to program, monitor and control their products. Cooking and Nutrition • Understand seasonality and know where and how a variety of ingredients are reared, caught and processed.
By the end of UKS2 our young designers can effectively use a range of design techniques involving drawing, planning, using tools, using textiles, strengthening techniques, woodworking (cutting, shaping, joining), food safety and more technical subject vocabulary.	