



Year 4

COMPONENT SKILL

Design

To design purposeful, functional and appealing products for themselves and other users.

To draw on a range of ideas to inform and influence their designs.	To use research more confidently for design ideas.
	To show design meets a range of requirements and is fit for purpose.
To identify purposeful and specific criteria for their designs.	To begin to generate own success criteria.
To communicate their ideas through a variety of methods.	To produce a realistic plan with accurate annotations.
	Year 4: To begin to use prototypes computers to show design.
To create, discuss and share their designs with others.	To develop at least one idea for a product and explain their choices.
	To explain how the design will work.

COMPONENT SKILL

Make

To select from and use a range of tools, equipment, materials and components.

To cut and join materials together using a variety of techniques.	To measure, mark out and cut out
	To assemble and join materials/components with some accuracy.
To shape and finish their designs using a variety of techniques.	To shape their designs independently.
	To apply a range of finishing techniques with some accuracy.
To choose appropriate materials and components to make their designs.	To select appropriate materials which are fit for purpose and explain why.
To choose appropriate tools and equipment to make their design.	To select suitable tools and explain choices.

COMPONENT SKILL

Evaluate

To explore and evaluate a range of existing products and their own ideas and products.

To research and evaluate existing designs and products.	To explain and evaluate how well existing products work.
	To discuss and present information on successful inventors, designers and engineers.

To evaluate and adapt their own designs as they plan them.	To reflect on their own design criteria when creating plans.
To evaluate and adapt their own designs as they make them.	To reflect on their own design criteria while making.
To evaluate their final product against a specific success criteria and reflect on how they could improve their designs in future.	To use own criteria to talk about what would improve the product and how they would change the original design next time.
COMPONENT SKILL Technical Knowledge To build structures, exploring how they can be improved and understand and use mechanisms in their products.	
To learn how to make structures more robust and fit for purpose.	To make a strong, stiff, secure structure.
	To explain alternations to product after making it.
To use a variety of mechanisms and mechanical systems in their designs.	To use levers/linkages and pneumatics to create movement.
To use electrical systems in their designs when appropriate.	To use a number of components in a circuit.
To incorporate computing into their design when appropriate.	To program a computer to control a product.
COMPONENT SKILL Cooking and Nutrition To use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.	
To understand and reflect on what it means to follow a healthy diet and lifestyle.	To explain the importance of a balanced and varied diet to a healthy lifestyle.
To understand and reflect on where food comes from and the wider global context.	To understand how foods can be fresh, processed or frozen.
To select and present recipes in a variety of interesting ways.	To identify different ways to present a product or dish to make it more appealing to the consumer.
To learn key skills in the preparation of food, including safety and hygiene.	To cut, peel, grate, chop, slice, mix and spread ingredients.
	To prepare some hot food dishes safely and hygienically.