

	YEAR 4
Developing, planning and communicating ideas	<ul style="list-style-type: none"> • I can make sensible choices as to which material to use for my constructions • I can develop my own ideas from initial starting points • I can incorporate some type of movement into models • I can consider how to improve their construction
ASSESSMENT	<p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Can they come up with at least one idea about how to create their product?</p> <p>Do they take account of the ideas of others when designing?</p> <p>Can they produce a plan and explain it to others?</p> <p>Can they suggest some improvements and say what was good and not so good about their original design?</p>
Working with tools, equipment, materials and components to make quality products	<p>MATERIALS</p> <ul style="list-style-type: none"> • I can measure carefully so as to make sure I have not made mistakes • I have attempted to make my product strong <p>TEXTILES</p> <ul style="list-style-type: none"> • I have thought what the user would want when choosing textiles • I have thought about how to make their product strong • I can devise a template • I can explain how to join things in a different way <p>ELECTRICAL and MECHANICAL COMPONENTS</p> <ul style="list-style-type: none"> • I can add things to their circuits • I have altered my product after checking it • I am confident about trying out new and different ideas
ASSESSMENT	<p>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to functional properties and aesthetic qualities</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Can they tell if their finished product is going to be good quality?</p> <p>Are they conscience of the need to produce something that will be liked by others?</p> <p>Can they show a good level of expertise when using a range of tools and equipment</p>
Evaluating processes and products	<ul style="list-style-type: none"> • I can explain how to join things in a different way • I have worked at my product even though my original idea might not have worked • I have taken time to consider how I could have made my idea better
ASSESSMENT	<p>Have they thought of how they will check if their design is successful?</p> <p>Can they begin to explain how they can improve their original design?</p> <p>Can they evaluate their product, thinking of both appearance and the way it works?</p>
Cooking and nutrition	<ul style="list-style-type: none"> • I know what to do to be hygienic and safe • I have thought what they can do to present their product in an interesting way?
ASSESSMENT	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>