



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	3 & 4 Years - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills.	- Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do - Identify a target group for what they intend to design and make - Model their ideas in card and paper - Develop their design ideas applying findings from their earlier research	- Generate ideas by drawing on their own and other people's experiences - Develop their design ideas through discussion, observation, drawing and modelling - Identify a purpose for what they intend to design and make - Identify simple design criteria - Make simple drawings and label parts - Understand where food comes from.	- Generate ideas for an item, considering its purpose and the user/s - Identify a purpose and establish criteria for a successful product. - Plan the order of their work before starting - Explore, develop and communicate design proposals by modelling ideas - Make drawings with labels when designing	- Generate ideas, considering the purposes for which they are designing - Make labelled drawings from different views showing specific features - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail - Evaluate products and identify criteria that can be used for their own designs - Understand seasonality and where food comes from	- Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Use results of investigations, information sources, including ICT when developing design ideas - Link to CAD (see Computing unit of multimedia)	- Communicate their ideas through detailed labelled drawings - Develop a design specification - Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways - Plan the order of their work, choosing appropriate materials, tools and techniques - Communicate ideas through use of cross sectional and exploded diagrams - Communicate ideas through prototypes and pattern pieces.



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Working with tools, equipment, materials and components to make quality products	3 & 4 Years - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Use one-handed tools and equipment, for example, making snips in paper with scissors. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	- Make their design using appropriate techniques - With help measure, mark out, cut and shape a range of materials - Use tools eg scissors and a hole punch safely - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape - Use simple finishing techniques to improve the appearance of their product - Begin to join fabric to make a simple garment. - Use basic sewing techniques and stitches	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Use hand tools safely and appropriately - Assemble, join and combine materials in order to make a product - Cut, shape and join fabric to make a simple garment. - Use basic sewing techniques and stitches - Choose and use appropriate finishing techniques	- Select tools and techniques for making their product - Measure, mark out, cut, score and assemble components with more accuracy - Work safely and accurately with a range of simple tools - Think about their ideas as they make progress and be willing change things if this helps them improve their work - Measure, tape or pin, cut and join fabric with some accuracy - Begin to sew using a range of different stitches - Measure, tape or pin, cut and join fabric with some accuracy	- Select appropriate tools and techniques for making their product - Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques - Join and combine materials and components accurately in temporary and permanent ways	- Select appropriate materials, tools and techniques - Measure and mark out accurately - Use skills in using different tools and equipment safely and accurately - Weigh and measure accurately (Time, distance, weight) - Cut and join with accuracy to ensure a good-quality finish to the product	- Select appropriate tools, materials, components and techniques - Assemble components make working models - Use tools safely and accurately - Construct products using permanent joining techniques - Make modifications as they go along - Pin, sew and stitch materials together create a product - Achieve a quality product - Begin to sew using a range of different stitches with equal spacing - Measure, tape or pin, cut and join fabric with some accuracy



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Evaluating processes and products	3 & 4 Years - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.	- Evaluate their product by discussing how well it works in relation to the purpose - Evaluate their products as they are developed, identifying strengths and possible changes they might make - Evaluate their product by asking questions about what they have made and how they have gone about it	- Evaluate against their design criteria - Evaluate their products as they are developed, identifying strengths and possible changes they might make - Talk about their ideas, saying what they like and dislike about them	- Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> - Disassemble and evaluate familiar products	- Evaluate their work both during and at the end of the assignment - Evaluate their products carrying out appropriate tests	- Evaluate a product against the original design specification - Evaluate it personally and seek evaluation from others	- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests - Record their evaluations using drawings with labels - Evaluate against their original criteria and suggest ways that their product could be improved
Technical Knowledge		- Begin to build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms (wheels and axles), in their products.	- Understand and explore building structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders], in their products.	Begin to apply their understanding of how to strengthen, stiffen and reinforce more complex structures using appropriate tools and materials	- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using techniques, eg triangles to strengthen - understand and use mechanical systems in their products [levers and linkages]	- understand and use mechanical systems in their products - apply their understanding of computing to program, monitor and control their products. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	- Understand and use electrical systems in their products - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using tools, techniques and materials



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Food and Nutrition	3 & 4 Years - Make healthy choices about food, drink Reception - Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian	- Begin to understand that all food comes from plants or animals - Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. - Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. - Know how to prepare simple dishes safely and hygienically, without using a heat source. - Know how to use techniques such as cutting, peeling and grating.	- Understand that all food comes from plants or animals. - Know that food has to be farmed, grown elsewhere (e.g. home) or caught. - Begin to understand how to name and sort foods into the five groups in 'The Eat well plate' - Know that everyone should eat at least five portions of fruit and vegetables every day. - Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. - Demonstrate how to use techniques such as cutting, peeling and grating.	- Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - Understand how to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and baking. - Begin to use the claw and bridge technique - Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' - Begin to know that to be active and healthy, food and drink are needed to provide energy for the body	- Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, and baking - Effectively and safely use the claw and bridge - Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' - Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	- Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - Begin to understand that seasons may affect the food available. - Understand how food is processed into ingredients that can be eaten or used in cooking. - Know how to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Effectively and safely use the claw and bridge and know when each is appropriate - how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, and baking. - Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>	