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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Design** | Begin to construct or create with a purpose in mind.  Give some details about the product I am making. | Give details about the product I am making.  Create a simple drawing of what I would like my product to look like.  Use gestures, talking and arrangements of materials to components to show my design. | Have my own ideas and can explain my idea to someone e.g., what it is for and how it will work.  Use pictures and words to plan my idea.  Use IT to explore my design ideas e.g., basic paint program. | Explain what I want to do and describe how I may do it.  Make a mock-up of my design and discuss it.  Design products for myself and others following design criteria choose best tools and materials and explain choices.  Use knowledge of existing products to produce ideas.  Use IT to explore my design ideas e.g.  research similar products. | Generate and develop my ideas through discussion.  Design products that are functional and designed for a purpose.  Follow a given design criteria.  Describe design using an accurately labelled sketch.  Make design decisions.  Explain how my product will work.  Begin to use computers to show design. | Make and explain design decisions considering availability of resources.  Produce a plan and explain it to others.  Show my design meets a range of requirements and is fit for purpose.  I can create a cross-sectional drawing of my design.  Have at least one idea about how to create product and suggest improvements for design.  Use IT to research deign ideas or show design. | Design a product that is innovative and appeals to an individual or group.  Have a range of ideas.  Take a user’s view into account when designing.  Create an exploded diagram of my design.  Make design decisions considering resources and time.  Produce a logical, realistic plan and explain it to others.  Clearly explain how parts of the product will work.  Use a computer design program to communicate my ideas. | Develop design criteria and simple specification to guide my thinking.  Draw on market research to inform design-  use research of user’s individual needs, wants, requirements for design.  Use annotated sketches, cross-sectional planning and exploded diagrams.  Make design decisions, considering resources, time, and cost.    Clearly explain how parts of design will work, and how they are fit for purpose.  Independently model and refine design ideas by making prototypes.  Use a computer design program to communicate my ideas. |
| **Make** | Use various construction materials to build models.  Use various craft materials with a purpose in mind.  Use one handed tools and equipment.  Make models using malleable materials. (playdough) | Select appropriate tools to help me build a model.  Independently use one handed tools and equipment.  Make models using malleable materials (clay).  Record experiences by drawing, writing or voice recording, | Select tools/equipment to, shape, join, finish, and explain choices.  Measure, mark out, cut and shape, with support  Try to use finishing techniques to make product look good e.g., glue decorations onto fabrics.  Roll, tear and cut paper.  Work in a safe and hygienic manner. | Join materials/components together in different ways.  Measure, mark out, cut and shape materials and components, with support.    Choose suitable materials and explain choices depending on characteristics.  Work safely and hygienically,  Join fabrics using running stitch.  Use simple mechanisms in my products e.g., hinges, levers, wheels. | Select appropriate materials, fit for purpose.  Work through plan in order.  Begin to measure, mark out, cut and shape materials/components with some accuracy.    Begin to assemble, join, and combine materials and components with some accuracy.  Begin to apply a range of finishing techniques with some accuracy.  Join fabrics using a wider range of stitches. | Select suitable tools and equipment, explain choices in relation to required techniques and use accurately.  Measure, mark out, cut and shape materials/components with some accuracy.  Assemble, join, and combine materials and components with some accuracy  Apply a range of finishing techniques with some accuracy.  Use simple mechanical systems in my product e.g., gears, levers, cams. | Use selected tools/equipment with good level of precision.  Select appropriate materials, fit for purpose; explain choices, considering functionality  Create and follow detailed step-by-step plan    Mainly accurately measure, mark out, cut and shape materials/components.  Mainly accurately assemble, join and combine materials/components.  Mainly accurately apply a range of finishing techniques  Use techniques that involve a small number of steps.  Begin to be resourceful with practical problems.  Use a glue gun with close supervision.  Create a simple sewing pattern to use in my designs. | Use selected tools and equipment precisely.    Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics.  Create, follow, and adapt detailed step-by-step plans.    Accurately measure, mark out, cut and shape materials/components  Accurately assemble, join, and combine materials/components.  Accurately apply a range of finishing techniques.  Use techniques that require several steps.  Be resourceful with practical problem |
| **Evaluate** | Express my own opinions based on what I have made.  Begin to show curiosity about how things work. | Express my own opinions based on what I have made.  Dismantle, examine, talk about existing objects/structures.  Talk about how things work. | Talk about my work, linking it to what I was asked to do.    Talk about existing products and say what is and isn’t good.  Talk about things that other people have made.  Begin to talk about what could make product better | Describe what went well, thinking about design criteria.  Talk about existing products considering use, materials, how they work, audience, where they might be used; express personal opinion.  Evaluate how good existing products are.  Talk about what I would do differently if I were to do it again and why. | Use design criteria to evaluate finished product.  Say what I would change to make design better.  Begin to evaluate existing products, considering how well they have been made, materials, whether they work, how they have been made, fit for purpose.  Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products. | Use criteria to evaluate product.  Begin to explain how I could improve original design.  Evaluate existing products, considering how well they’ve been made, materials, whether they work, how they have been made, fit for purpose  Research whether products can be recycled or reused  Discuss some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. | Evaluate ideas and finished product against specification, considering purpose and appearance.  Test and evaluate final product.  Evaluate and discuss existing products, considering how well they’ve been made, materials, whether they work, how they have been made, fit for purpose  Research how sustainable materials are.  Collect feedback from others to find out how to improve my product.  Explore the impact of some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products. | Evaluate quality of design while designing and making; is it fit for purpose?  Evaluate ideas and finished product against specification, stating if it’s fit for purpose.  Test and evaluate final product; explain what would improve it and the effect different resources may have had.  Carry out thorough evaluations of existing products considering how well they’ve been made, materials, whether they work, how they’ve been made, fit for purpose.  Evaluate how much products cost to make and how innovative they are  Research and discuss how sustainable materials are.  Explore the impact of some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products. |
| **Food** | Understand that equipment and tools must be used safely.  With support, create a food product. | Be able to use a knife, fork, and spoon competently.  Understand that equipment and tools must be used safely.  With support, create a food product  Begin to understand the importance of healthy eating. | I can sort food into fruit and vegetables.  Understand why you should eat at least 5 portions of fruit/veg a day.  With support, use the right tools to peel, grate and chop.  Understand that food comes from plants and animals. | I can name foods from each section of the Eat Well plate.  I can use tools to peel, grate and chop.  I can read a simple scale to measure and weigh out ingredients.  Understand that food comes from plants and animals and that it has to be farmed, grown or caught. | Beginning to understand the sections of the Eat Well plate and why they differ in size.  I can use the right tools to slice, mix, spread, bake, and knead.  Weigh ingredients to an appropriate level of accuracy.  I understand that different foods are produced in different areas of the world.  I know that food and drink provide energy to allow us to be active and healthy. | I understand all sections of the Eat Well plate and why they differ in size.  I understand that food is processed into different ingredients.  I understand that food can be grown, reared, caught, and processed. | I understand what affects food types have on the body.  I can select appropriate tools to follow a given recipe to make a savoury dish.  I can estimate amounts of ingredients to an appropriate level of accuracy.  I understand how different foods are produced in different areas of the world.  I understand that some food are seasonal and give some examples. | I understand what affects food types have on the body.  I can select appropriate tools to follow a given recipe to make a savoury dish.  I understand that recipes can be adapted to change the appearance, taste, texture and aroma. |