

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating Idea</b>	<ul style="list-style-type: none"> <li>Follow verbal instructions.</li> <li>Explain what they are making and which materials they are using.</li> <li>Select and name the tools they are using.</li> <li>Describe what they need to do next. Select appropriate technique explaining First.....Next.....Last...</li> <li>Select materials from a limited range that will meet the design criteria.</li> <li>Use pictures and words to convey what they want to design and make and to record ideas as they are developed.</li> <li>Describe their models and drawings of ideas and intentions.</li> <li>Use kits/reclaimed materials to develop an idea.</li> <li>Discuss their work as it progresses.</li> <li>Add notes to drawings to help explanations.</li> </ul>		<ul style="list-style-type: none"> <li>Investigate similar products to the one to be made to give starting points for a design: Market research.</li> <li>Draw/sketch products to help analyse and understand how products are made</li> <li>Think ahead about the order of their work and decide upon tools and materials.</li> <li>Plan a sequence of actions to make a product.</li> <li>Record the plan by drawing (labelled sketches) or writing.</li> <li>Develop more than one design or adaptation of an initial design.</li> <li>Propose realistic suggestions as to how they can achieve their design ideas.</li> <li>Add notes to drawings to help explanations.</li> <li>Select from a wider range of tools and use accurately.</li> </ul>		<ul style="list-style-type: none"> <li>Investigate products/images to collect ideas: Market research and current product evaluations.</li> <li>Sketch and model alternative ideas.</li> <li>Develop one idea in depth.</li> <li>Combine modelling and drawing to refine ideas.</li> <li>Plan the sequence of work using a storyboard.</li> <li>Record ideas using annotated diagrams.</li> <li>Use models, kits and drawings to help formulate design ideas.</li> <li>Make prototypes.</li> <li>Use found information to inform decisions.</li> <li>Use a computer to model ideas.</li> <li>Draw plans which can be read/followed by someone else.</li> <li>Draw cross-sectional and exploded diagrams to communicate their ideas.</li> <li>Give a report using correct technical vocabulary.</li> <li>Select from a wider range of tools and use accurately.</li> </ul>	

<b>Food</b>	<ul style="list-style-type: none"> <li>● <i>Develop a food vocabulary using taste ,smell, texture and feel.</i></li> <li>● <i>Group familiar food products e.g. fruit and vegetables.</i></li> <li>● <i>Cut, peel, grate, chop a range of ingredients.</i></li> <li>● <i>Work safely and hygienically.</i></li> <li>● <i>Understand the need for a variety of foods in a diet.</i></li> <li>● <i>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</i></li> <li>● <i>Understand where food comes from.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</i></li> <li>● <i>Analyse the taste, texture, smell and appearance of a range of foods.</i></li> <li>● <i>Follow instructions.</i></li> <li>● <i>Make healthy eating choices from an understanding of a balanced diet.</i></li> <li>● <i>Join and combine a range of predominantly savoury ingredients</i></li> <li>● <i>Work safely and hygienically.</i></li> <li>● <i>Measure and weigh ingredients appropriately.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Prepare food products taking into account the properties of ingredients and sensory characteristics.</i></li> <li>● <i>Select and prepare foods for a particular purpose.</i></li> <li>● <i>Weigh and measure using scales.</i></li> <li>● <i>Cut and shape ingredients using appropriate tools and equipment e.g. grating.</i></li> <li>● <i>Join and combine food ingredients appropriately using a range of cooking techniques.</i></li> <li>● <i>Work safely and hygienically.</i></li> <li>● <i>Show awareness of a healthy diet from an understanding of a balanced diet.</i></li> <li>● <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>● <i>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</i></li> <li>● <i>Cut out shapes which have been created by drawing round a template onto the fabric.</i></li> <li>● <i>Join fabrics by using running stitch, glue, staples ,over sewing, tape.</i></li> <li>● <i>Decorate fabrics with buttons, beads, sequins, braids, ribbons.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Understand seam allowance.</i></li> <li>● <i>Join fabrics using running stitch, over sewing, back stitch.</i></li> <li>● <i>Explore fastenings and recreate some e.g. sew on buttons and make loops.</i></li> <li>● <i>Prototype a product using J cloths.</i></li> <li>● <i>Use appropriate decoration techniques e.g. appliqué(glued or simple stitches).</i></li> <li>● <i>Create a simple pattern.</i></li> <li>● <i>Understand the need for patterns.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Create 3D products using pattern pieces and seam allowance.</i></li> <li>● <i>Understand pattern layout.</i></li> <li>● <i>Decorate textiles appropriately often before joining components.</i></li> <li>● <i>Pin and tack fabric pieces together.</i></li> <li>● <i>Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (close supervision).</i></li> <li>● <i>Combine fabrics to create more useful properties.</i></li> <li>● <i>Make quality products.</i></li> </ul>

<b>Construction</b>	<ul style="list-style-type: none"> <li>• <i>Make vehicles with construction kits which contain free running wheels.</i></li> <li>• <i>Use a range of materials to create models with wheels/axles e.g. tubes, dowel, cotton reels.</i></li> <li>• <i>Attach wheels to a chassis using an axle.</i></li> <li>• <i>Join appropriately for different materials/situations e.g. glue, tape...</i></li> <li>• <i>Cut strip wood/dowel using hacksaw and bench hook.</i></li> <li>• <i>See glue gun used by an adult.</i></li> <li>• <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Incorporate a circuit with a bulb or buzzer into a model.</i></li> <li>• <i>Create shell or frame structures, strengthen frames with diagonal struts.</i></li> <li>• <i>Make structures more stable by giving them a wide base.</i></li> <li>• <i>Prototype frame and shell structures.</i></li> <li>• <i>Measure and mark square selection, strip and dowel accordingly to 1cm.</i></li> <li>• <i>Use glue gun with close supervision (one to one).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use hand drill to drill tight and loose fit holes.</i></li> <li>• <i>Cut strip wood, dowel, square section wood accurately.</i></li> <li>• <i>Join materials using appropriate methods.</i></li> <li>• <i>Incorporate motor and a switch into a model.</i></li> <li>• <i>Control a model using an ICT control programme.</i></li> <li>• <i>Use a cam to make an up and down mechanism. (Alternatively use gears or pulleys in a project.)</i></li> <li>• <i>Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms.</i></li> <li>• <i>Use glue gun with close supervision.</i></li> </ul>
<b>Sheet Materials</b>	<ul style="list-style-type: none"> <li>• <i>Fold, tear and cut paper and card.</i></li> <li>• <i>Roll paper to create tubes.</i></li> <li>• <i>Cut along lines, straight and curved.</i></li> <li>• <i>Curl paper.</i></li> <li>• <i>Use hole punch.</i></li> <li>• <i>Insert paper fasteners for card linkages.</i></li> <li>• <i>Create hinges.</i></li> <li>• <i>Use simple pop ups.</i></li> <li>• <i>Investigate strengthening sheet materials.</i></li> <li>• <i>Investigate joinings: temporary, fixed and moving.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cut slots.</i></li> <li>• <i>Cut internal shapes.</i></li> <li>• <i>Use lolly sticks/card to make levers and linkages.</i></li> <li>• <i>Use linkages to make movement larger or more varied.</i></li> <li>• <i>Use and explore complex pop ups.</i></li> <li>• <i>Create nets.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cut slots.</i></li> <li>• <i>Cut accurately and safely to a marked line.</i></li> <li>• <i>Join and combine materials with temporary, fixed or moving joinings.</i></li> <li>• <i>Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate.</i></li> <li>• <i>Choose an appropriate sheet material for the purpose.</i></li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• <i>Say what they like and do not like about items they have made and attempt to say why.</i></li> <li>• <i>Talk about their designs as they develop and identify good and bad points.</i></li> <li>• <i>Talk about changes made during the making process.</i></li> <li>• <i>Discuss how closely their finished products meet their design criteria.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify the strengths and weaknesses of their design ideas.</i></li> <li>• <i>Decide which design idea to develop.</i></li> <li>• <i>Consider and explain how the finished product could be improved.</i></li> <li>• <i>Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use the design criteria to inform their decisions about ways to proceed.</i></li> <li>• <i>Justify their decisions about materials and methods of construction.</i></li> <li>• <i>Reflect on their work using design criteria stating how well the design fits the needs of the user.</i></li> <li>• <i>Identify what does and does not work in the product.</i></li> <li>• <i>Make suggestions as how their design could be improved.</i></li> </ul>