

Area of Study:	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Understands that different media can be combined to create new effects.	Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criterion. Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper.	Start to generate ideas by drawing on their own and other people's experiences. Start to understand whether products can be recycled or reused. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criterion. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper.	With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics.	Start to generate ideas, considering the purposes for which they are designing - link with Mathematics and Science. Confidently 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. Identify the strengths and areas for development in their ideas and products. When planning, consider the views of others, including intended users, to improve their work. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products. When planning explain their choice of materials and components according to function and aesthetic. Draw up a specification for their design- link with Mathematics and Science. Use results of investigations,	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design. With growing confidence select appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Begin to understand that mechanical and electrical systems have an input process and output.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design-link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Understand that mechanical and electrical systems have an input process and output.



	Uses various construction	Manipulates materials to	Explore and use mechanisms [for example,	Begin to select tools and materials; use correct	Select a wider range of tools and techniques for making	information sources, including ICT when developing design ideas. Select a wider range of tools and techniques for making	Select appropriate materials, tools and	Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Use finishing techniques to strengthen and improve appearance of their product using arrange of equipment. Confidently select appropriate tools,
	materials. Beginning to	achieve a planned effect. Constructs with a	levers, sliders, wheels and axles], in their products.	vocabulary to name and describe them.	their product i.e. construction materials and kits, textiles, food	their product safely. Know how to measure, mark out, cut and shape a range of	techniques e.g. cutting, shaping, joining and finishing, accurately.	materials, components and techniques and use them.
	construct,	purpose in mind,	With help measure, mark	Build structures, exploring	ingredients, mechanical	materials, using appropriate	<i>g,</i> ,	
Working	stacking blocks vertically and	using a variety of resources.	out, cut and shape a range of materials.	how they can be made stronger, stiffer and more	components and electrical components.	tools, equipment and techniques.	Select from and use a wider range of materials	Use tools safely and accurately.
with tools,	horizontally,			stable.			and components, including	
equipment,	making enclosures and	Uses simple tools and techniques	Explore using tools e.g. scissors and a hole punch	With help measure, cut	Explain their choice of tools and equipment in relation to	Start to join and combine materials and components	construction materials,	Assemble components to make working models.
materials	creating spaces.	competently and	safely.	and score with some	the skills and techniques	accurately in temporary and	textiles and ingredients, according to their	make working models.
and .	or cating spaces.	appropriately.	Sure.y.	accuracy.	they will be using.	permanent ways.	functional properties and	Aim to make and to
components	Joins		Begin to assemble, join				aesthetic qualities.	achieve a quality product.
to make	construction	Selects	and combine materials and	Learn to use hand tools	Start to understand that	Know how mechanical		
quality	pieces together to build and	appropriate resources and	components together using a variety of	safely and appropriately.	mechanical systems such as levers and linkages or	systems such as cams or pulleys or gears create	Know how more complex electrical circuits and	Demonstrate when make modifications as they go
products	balance.	adapts work	temporary methods e.g.	Start to assemble, join and	pneumatic systems create	movement.	components can be used	along. Construct products
	Realises tools	where necessary.	glues or masking tape.	combine materials in order to make a product.	movement.	Understand how to reinforce	to create functional products and how to	using permanent joining techniques.
	can be used for a	Selects tools and	Begin to use simple	to make a product.	Measure, mark out, cut,	and strengthen a 3D	program a computer to	techniques.
	purpose.	techniques	finishing techniques to	Start to choose and use	score and assemble	framework.	monitor changes in the	Understand how
		needed to shape,	improve the appearance of	appropriate finishing	components with more		environment and control	mechanical systems such
		assemble and	their product.	techniques based on own	accuracy.	Now sew using a range of	their products.	as cams or pulleys or gears
		join materials they are using.	Use basic sewing	ideas.	Start to work safely and	different stitches, to weave and knit.	Understand how more complex electrical circuits	create movement.
		they are using.	techniques.	Begin to understand how	accurately with a range of	and kint.	and components can be	Know how more complex
		Early Learning	1	mechanical systems such	simple tools.	Demonstrate how to	used to create functional	electrical circuits and
		Goal: Children		as cams or pulleys or gears		measure, tape or pin, cut	products.	components can be used
		use what they		create movement.	Start to think about their	and join fabric with some		to create functional
		have learnt about media and			ideas as they make progress and be willing to change	accuracy.	Understand that	products and how to program a computer to
		materials in			things if this helps them to	Begin to use finishing	mechanical and electrical	monitor changes in the
		original ways,			improve their work.	techniques to strengthen	systems have an input,	environment and control
		thinking about				and improve the appearance	process and output.	their products.
		uses and				of their product using a		
		purposes.	i	Í			I	



				Start to measure, tape or	range of equipment	Begin to measure and	Know how to reinforce and
	They represent			pin, cut and join fabric with	including ICT	mark out more accurately.	strengthen a 3D
	their own ideas,			some accuracy.	Understand how mechanical		framework.
	thoughts and			,	systems such as cams or	Demonstrate how to use	
	feelings through				pulleys or gears create	skills in using different	Understand that
	design and				movement	tools and equipment safely	mechanical and electrical
					movement		
	technology, art,					and accurately with	systems have an input,
	music, dance,					growing confidence cut	process and output.
	role play and					and join with accuracy to	
	stories.					ensure a good -quality	Use finishing techniques to
						finish to the product.	strengthen and improve
							the appearance of their
						Weigh and measure	product using a range of
						accurately (time, dry	equipment including ICT.
						ingredients, liquids).	
						Use finishing techniques to	
						strengthen and improve	
						the appearance of their	
						product using a range of	
						equipment including ICT.	
		Start to evaluate their	Evaluate their work	Start to evaluate their	Evaluate their	Start to evaluate a	Evaluate their
		product by discussing	against their design	product against	products carrying out	product against the	products, identifying
		how well it works in	criteria.	original design criteria	appropriate tests.	original design	strengths and areas
		relation to the		e.g. how well it meets		specification and by	for development, and
		purpose (design	Look at a range of	its intended purpose.	Start to evaluate their	carrying out tests.	carrying out
Evaluating		criteria).	existing products		work both during and		appropriate tests.
•			explain what they like and	Begin to disassemble	at the end of the	Evaluate their work	
processes		When looking at existing	dislike about	and evaluate familiar	assignment.	both during and at the	Evaluate their work
and		products	products and why.	products and consider the		end of the assignment.	both during and at the
		explain what they like	products and may	views of others to	Be able to disassemble	end of the dosignment.	end of the assignment.
products		and dislike about products	Start to evaluate their	improve them.	and evaluate familiar	Begin to evaluate it	end of the assignment.
		•		improve trieffi.		personally and seek	Record their
		and why.	products as they are		products and consider the	•	
			developed, identifying	Evaluate the key designs of	views of others to improve	evaluation from others.	evaluations using
		Begin to evaluate their	strengths and possible	individuals	them.		drawings with labels.
		products as they are	changes they might make.	in design and		Evaluate the key designs of	
		developed, identifying		technology has helped shape	Evaluate the key designs of	individuals	Evaluate against their
		strengths and possible	With confidence talk about	the world.	individuals	in design and	original criteria and
		changes they might make.	their ideas,		in design and	technology has helped	suggest ways that their
			saying what they like and		technology has helped shape	shape the world.	product could be
			dislike about		the world.		improved.
			them.				·
							Evaluate the key designs of
							individuals
							in design and
							technology has helped
					10.1.5		shape the world.
		Begin to understand	Understand that all	Start to know that food is	Understand that food	Understand that food	Know that food is
				grown (such as	is grown (such as	is grown (such as	grown (such as



Food and Nutrition Polants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate' Polatore should eat at least five portions of fruit and Polatore should eat at least five portions of fruit and Polatore should eat at least five portions of fruit and Polatores), reared (such as pigs, chickens and cattle) and caught (such as fish) in the (such as fish) in the (such as fish) in the UK, Europe and the wider world. Understand 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. Potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the Wider world. Understand how to 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. Potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the Wider world. 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. 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. Polatores, reared (such as fish) interesting and cattle) and caught (such as fish) interesting and cattle) and caught (such as fish) interesting and cattle) and ca	chickens d caught n the d the at ffect the cow food
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fruit and Demonstrate how to Begin to understand techniques Know how to	
Luggestables avery day I propers simple dishes I have to use a range of I such as pooling I know have to propers I and each a v	•
vegetables every day. prepare simple dishes how to use a range of such as peeling, Know how to prepare and cook a variety of predominant techniques such as	•
Know how to prepare without using a heat peeling, chopping, mixing, mixing, predominantly savoury dish	
simple dishes safely source. slicing, grating, mixing, spreading, kneading savoury dishes safely and hygienic	•
and hygienically, spreading, kneading and baking. and hygienically including, where the spreading and baking.	•
without using a heat Demonstrate how to and baking. including, where appropriate,	
source. use techniques such as Know that a healthy appropriate, the use of a heat sou	
cutting, peeling and Start to understand diet is made up from a of a heat source.	
Know how to grating. that a healthy diet is made variety and balance of Understand I	ow to
use techniques such as up from a variety and different food and Start to understand use a range of	
kneading and grating. balance of drink, as depicted in how to use a range of techniques so	:h as
(adding cheese to the top different food and drink, as 'The Eat well plate' techniques such as peeling, chop	ing,
of their bread). depicted in peeling, chopping, slicing, gratir	
'The Eat well plate' Know that to be active slicing, grating, mixing, spreading, kn	ading
and healthy, food and spreading, kneading and baking.	
Begin to know that to drink are needed to and baking.	
be active and healthy, provide energy for the Know differe	
food and drink are needed to body. Begin to understand and drink comprovide energy for the body. that different food and different sub	
drink contain different nutrients, was substances — fibre — that a	
nutrients, water and fibre needed for h	
- that are needed for	A1411.
health.	