

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to draw on	Start to generate	With growing	Start to generate	Start to generate,	Generate, develop,
	their own	ideas by drawing on	confidence generate	ideas, considering	develop, model and	model and
	experience to help	their own and other	ideas for an item,	the purposes for	communicate their	communicate their
	generate ideas and	people's	considering its	which they are	ideas through	ideas through
	research conducted	experiences.	purpose and the	designing- link with	discussion,	discussion,
	on criteria.	Throughout	user/s.	Mathematics and	annotated sketches,	annotated sketches,
	Throughout		Throughout	Science.	cross-sectional and	cross-sectional and
		Begin to develop	Start to order the	Throughout	exploded diagrams,	exploded diagrams,
Developing,	Begin to understand	their design ideas	main stages of	Confidently make	prototypes, pattern	prototypes, pattern
planning and	the development of	through discussion,	making a product.	labelled drawings	pieces.	pieces.
communicating	existing products:	observation,	Identify a purpose	from different views	Throughout	Throughout
ideas	What they are for,	drawing and	and establish	showing specific	Begin to use	Use research and
	how they work,	modelling.	criteria for a	features.	research and	develop design
	materials used.	Identify a purpose	successful product.	Throughout	develop design	criteria to inform the
	Start to suggest	for what they intend	Throughout	Develop a clear idea	criteria to inform the	design of innovative,
	ideas and explain	to design and make.	Understand how	of what has to be	design of innovative,	functional,
	what they are going	Throughout	well products have	done, planning how	functional,	appealing products
	to do.		been designed,	to use materials,	appealing products	that are fit for
	Year A Autumn	Understand how to	made, what	equipment and	that are fit for	purpose.
		identify a target	materials have been	processes, and	purpose.	Throughout
	Understand how to	group for what they	used and the	suggesting	Throughout	Accurately apply a
	identify a target	intend to design and	construction	alternative methods	With growing	range of finishing
	group for what they	make based on a	technique.	of making, if the first	confidence apply a	techniques,
	intend to design and	design criteria.	Year A Autumn 2	attempts fail.	range of finishing	including those from
	make based on a	Year A Autumn	Summer 1/ 2	Year A - Aut 2	techniques,	art and design.
	design criteria.	Year B Spring	Learn about	Summer 2	including those from	Throughout
	Year A Autumn		inventors,	Year B - Aut 2 Spring	art and design.	Draw up a
			designers,	2 Sum 2	Throughout	specification for
	Begin to develop	Develop their ideas	engineers, chefs		Draw up a	their design- link
	their ideas through	through talk and	and manufacturers		specification for	with Mathematics

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talk and drawings.	drawings and label	who have	Identify the	their design- link	and Science.
Make templates and	parts.	developed	strengths and areas	with Mathematics	Plan the order of
mock ups of their	Cycle A Spring	products.	for development in	and Science.	their work, choosing
ideas in card and	Cycle B Summer	Year B - Autumn 2	their ideas and	Autumn A	appropriate
paper or using ICT.		Summer 1	products.	Spring A	materials, tools and
Cycle A Spring	Make	Year A Autumn 2	Throughout	Summer B	techniques.
Cycle B Summer	templates and mock	Start to understand	When planning	Spring B	Autumn A
	ups of their ideas in	whether products	consider the views	Use results of	Spring A
	card and paper or	can be recycled or	of others, including	investigations,	Summer B
	using ICT.	reused.	intended users, to	information sources,	Spring B
	Cycle B Autumn		improve their work.	including ICT when	Suggest alternative
		Know to make	Year A - Aut 2	developing design	methods of making
		drawings with labels	Summer 2	ideas.	if the first attempts
		when designing.	Year B - Aut 2 Spring	Autumn A	fail.
		Throughout	2 Sum 2	With growing	Throughout
		When planning		confidence select	Identify the
		explain their choice	Learn about	appropriate	strengths and areas
		of materials and	inventors,	materials, tools and	for development in
		components	designers,	techniques.	their ideas and
		including function	engineers, chefs	Throughout	products.
		and aesthetics.	and manufacturers	Start to understand	Throughout
		Year A - Aut 2	who have	how much products	Know how much
		Summer 2	developed	cost to make, how	products cost to
		Year B - Aut 2 Spring	products.	sustainable and	make, how
		2 Sum 2	Year B - Autumn 2	innovative they are	sustainable and
			Summer 1	and the impact	innovative they are
			Year A Autumn 2	products have	and the impact
			When planning	beyond their	products have
			explain their choice	intended purpose.	beyond their
			of materials and	Summer A	intended purpose.
			components	Summer B	Summer A
			according to		Summer B

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				function and		
				aesthetic.		
				Year A - Aut 2		
				Summer 2		
				Year B - Aut 2 Spring		
				2 Sum 2		
	Begin to make their	Begin to select tools	Select a wider range	Select a wider range	Select appropriate	Confidently select
	design using	and materials; use	of tools and	of tools and	materials, tools and	appropriate tools,
	appropriate	correct vocabulary	techniques for	techniques for	techniques e.g.	materials,
	techniques.	to name and	making their	making their product	cutting, shaping,	components and
	Begin to build	describe them.	product	safely.	joining and finishing,	techniques and use
	structures, exploring	Build structures,	i.e. construction	Year A - Aut 2	accurately.	them. Use tools safely
	how they can be	exploring how they	materials	Summer 2	Autumn A	and
	made stronger,	can be made	and kits, textiles,	Year B - Aut 2 Spring	Summer A	accurately.
Working with	stiffer and more	stronger, stiffer and	food ingredients,	2 Sum 2	Select from and use	Autumn A
tools,	stable.	more stable.	mechanical		a wider range of	Summer A
equipment,	Cycle A Spring	Cycle A Spring	components and		materials and	Assemble
materials and	Cycle B Summer	Cycle B Summer	electrical	Know how to	components,	components to
components to	Explore and use	With help measure,	components.	measure, mark out,	including	make working
make quality	mechanisms [for	cut and score with	Year A - Aut 2	cut and shape a	construction	models.
products	example, levers,	some accuracy.	Summer 2	range of materials,	materials, textiles	Aim to make and to
	sliders, wheels and	Learn to use hand	Year B - Aut 2 Spring	using appropriate	and ingredients,	achieve a quality
	axles], in their	tools safely and	2 Sum 2	tools, equipment	according to their	product.
	products.	appropriately.		and techniques.	functional properties	Autumn A
	Cycle A Spring	Start to assemble,	Explain their choice	Year A - Aut 2	and aesthetic	Summer A
	With help measure,	join and combine	of tools and	Summer 2	qualities.	Summer B
	mark out, cut and	materials in order to	equipment in	Year B - Aut 2 Spring	Autumn A	With confidence pin,
	shape a range of	make a product.	relation to the skills	2 Sum 2	Summer A	sew and stitch
	materials.	Cycle A Spring	and techniques they		Summer B	materials together to
	Cycle A Spring	Cycle B Summer	will be using.	Start to join and	Understand how	create a product.
	Cycle B Summer	Demonstrate how to		combine materials	mechanical systems	Summer B

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Explore using tools	cut, shape and join	Year A - Aut 2	and components	such as cams or	Demonstrate when
e.g. scissors and a	fabric to make a	Summer 2	accurately in	pulleys or gears	make modifications
hole punch safely.	simple product. Use	Year B - Aut 2 Spring	temporary and	create movement.	as they go along.
Begin to assemble,	basic sewing	2 Sum 2	permanent ways.	Spring B	Throughout
join and combine	techniques.		Year A - Aut 2	Know how more	Construct products
materials and	Start to choose and	Start to understand	Summer 2	complex electrical	using permanent
components	use appropriate	that mechanical and	Year B - Aut 2 Spring	circuits and	joining techniques.
together using a	finishing techniques	electrical systems	2 Sum 2	components can be	Understand how
variety of temporary	based on own	have an input,		used to create	mechanical systems
methods e.g. glues	ideas.	process and output.		functional products	such as cams or
or masking tape.	Cycle A Summer	Year A Sum 2	Understand how	and how to program	pulleys or gears
Begin to use simple		Year B Aut 2	simple electrical	a computer to	create movement.
finishing techniques		Start to understand	circuits	monitor changes in	Spring B
to improve the		that mechanical	and components	the environment and	Know how more
appearance of their		systems such as	can be used to	control their	complex electrical
product.		levers and linkages	create functional	products. Understand	circuits and
Cycle A Summer		or pneumatic	products.	that	components can be
		systems create	Year A Sum 2	mechanical and	used to create
		movement.	Understand how to	electrical systems	functional products
		Year B Aut 2	reinforce and	have an input,	and how to program
		Begin to know how	strengthen a 3D	process and output.	a computer to
		simple electrical	framework.	Summer A	monitor changes in
		circuits	Year A - Aut 2	Begin to measure	the environment and
		and components	Summer 2	and mark out more	control their
		can be used to	Year B - Aut 2 Spring	accurately.	products.
		create functional	2 Sum 2	Throughout	Summer A
		products.		Demonstrate how to	Know how to
		Year A Sum 2	Now sew using a	use skills in using	reinforce and
		Measure, mark out,	range of different	different tools and	strengthen a 3D
		cut, score and	stitches.	equipment safely	framework.
		assemble	Year A Autumn 2	and accurately with	Spring A
		components with	Demonstrate how to	growing confidence	

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			more accuracy.	measure, tape or	cut and join with	Understand that
			Start to work safely	pin, cut and join	accuracy to ensure	mechanical and
			and accurately with	fabric with some	a good-quality finish	electrical systems
			a range of simple	accuracy.	to the product.	have an input,
			tools.	Year A Autumn 2	Throughout	process and output.
			Year A - Aut 2	Begin to use		Autumn A
			Summer 2	finishing techniques	Weigh and measure	
			Year B - Aut 2 Spring	to strengthen and	accurately (time, dry	Use finishing
			2 Sum 2	improve the	ingredients, liquids).	techniques to
			Start to think about	appearance of their	Summer B	strengthen and
			their ideas as they	product using a		improve the
			make progress and	range of equipment	Use finishing	appearance of their
			be willing to change	including ICT.	techniques to	product using a
			things if this helps	Year A - Aut 2	strengthen and	range of equipment
			them to improve	Summer 2	improve the	including ICT.
			their work.	Year B - Aut 2 Spring	appearance of their	Throughout
			Throughout	2 Sum 2	product using a	
			Start to measure,		range of equipment	
			tape or pin, cut and		including ICT.	
			join fabric with		Throughout	
			some			
			accuracy.			
			Year A Autumn 2			
	Start to evaluate	Evaluate their work	Start to evaluate	Evaluate their	Start to evaluate a	Evaluate their
	their product by	against their design	their product	products carrying	product against the	products, identifying
	discussing how well	criteria.	against	out appropriate	original design	strengths and areas
	it works in relation	Throughout	original design	tests.	specification and by	for development,
	to the purpose	Look at a range of	criteria e.g. how well	Throughout	carrying out tests.	and carrying out
Evaluating	(design criteria).	existing products	it meets its intended		Throughout	appropriate tests.
processes and	Throughout	explain what they	purpose	Start to evaluate	Evaluate their work	Evaluate their work
products	When looking at	like and dislike	Throughout	their work both	both during and at	both during and at
	existing products	about products and	Begin to	during and at the	the end of the	the end of the

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	explain what they	why.	disassemble and	end of the	assignment.	assignment.
	like and dislike	Cycle A Autumn	evaluate familiar	assignment.	Begin to evaluate it	Throughout
	about products and	Cycle B Summer	products and	Be able to	personally and seek	Record their
	why.	Start to evaluate	consider the views	disassemble and	evaluation from	evaluations using
	Cycle A Autumn	their products as	of others to improve	evaluate familiar	others.	drawings with
	Cycle B Summer	they are developed,	them.	products and	Evaluate the key	labels.
	Begin to evaluate	identifying strengths	Throughout	consider the views	designs of	Evaluate against
	their products as	and possible		of others to improve	individuals in design	their original criteria
	they are developed,	changes they might		them.	and technology has	and suggest ways
	identifying strengths	make.		Throughout	helped shape the	that their product
	and possible	Throughout			world.	could be improved.
	changes they might	With confidence talk			Throughout	Evaluate the key
	make.	about their ideas,				designs of
	Throughout	saying what they				individuals in design
		like and dislike				and technology has
		about them.				helped shape the
		Throughout				world.
						Throughout
	Begin to understand	Understand that all	Start to know that	Understand that	Understand that	Know that food is
	that all food comes	food comes from	food is grown (such	food is grown (such	food is grown (such	grown (such as
	from plants or	plants or animals.	as tomatoes, wheat	as tomatoes, wheat	as tomatoes, wheat	tomatoes, wheat
	animals.	Know that food has	and potatoes),	and potatoes),	and potatoes),	and potatoes),
	Explore the	to be farmed, grown	reared (such as	reared (such as	reared (such as	reared (such as
	understanding that	elsewhere (e.g.	pigs, chickens and	pigs, chickens and	pigs, chickens and	pigs, chickens and
	food has to be	home) or caught.	cattle) and caught	cattle) and caught	cattle) and caught	cattle) and caught
	farmed, grown	Understand how to	(such as fish) in the			
	elsewhere (e.g.	name and sort foods	UK, Europe and the			
	home) or caught.	into the five groups	wider world.	wider world.	wider world.	wider world.
Food and	Start to understand	in 'The Eat well	Year B - summer 1	Year B - summer 1	Summer B	Summer B
Nutrition	how to name and	plate'	Understand how to	Understand how to	Begin to understand	Understand that
	sort foods into the	Know that everyone	prepare and cook a	prepare and cook a	that seasons may	seasons may affect

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
five groups in 'The	should eat at least	variety of	variety of	affect the food	the food available.
Eat well plate'	five portions of fruit	predominantly	predominantly	available.	Understand how
Begin to understand	and vegetables	savoury dishes	savoury dishes	Understand how	food is processed
that everyone	every day.	safely and	safely and	food is processed	into ingredients that
should eat at	Demonstrate how to	hygienically	hygienically	into ingredients that	can be eaten or
least five portions of	prepare simple	including, where	including, where	can be eaten or	used in cooking.
fruit and vegetables	dishes safely and	appropriate, the use	appropriate, the use	used in cooking.	Know how to
every day.	hygienically, without	of a heat source.	of a heat source.	Know how to	prepare and cook a
Know how to	using a heat source.	Begin to understand	Know how to use a	prepare and cook a	variety of
prepare simple	Demonstrate how to	how to use a range	range of techniques	variety of	predominantly
dishes safely and	use techniques such	of techniques such	such as peeling,	predominantly	savoury dishes
hygienically, without	as cutting, peeling	as peeling,	chopping, slicing,	savoury dishes	safely and
using a heat source.	and grating.	chopping, slicing,	grating, mixing,	safely and	hygienically
Know how to use	Cycle A Autumn	grating, mixing,	spreading, kneading	hygienically	including, where
techniques such as		spreading, kneading	and baking.	including, where	appropriate, the use
cutting, peeling and		and baking.	Year B - summer 1	appropriate, the use	of a heat source.
grating.		Year B - summer 1		of a heat source.	Understand how to
Cycle A Autumn			Know that a healthy	Start to understand	use a range of
		Start to understand	diet is made up from	how to use a range	techniques such as
		that a healthy diet is	a variety and	of techniques such	peeling, chopping,
		made up from a	balance of different	as peeling,	slicing, grating,
		variety and balance	food and drink, as	chopping, slicing,	mixing,
		of different food and	depicted in 'The Eat	grating, mixing,	spreading, kneading
		drink, as depicted in	well plate' Know that	spreading, kneading	and baking.
		'The Eat well plate'	to be	and baking.	Summer B
		Begin to know that	active and healthy,	Summer B	Know different food
		to be active and	food and drink are	Begin to understand	and drink contain
		healthy, food and	needed to provide	that different food	different substances –
		drink are needed to	energy for the body.	and drink contain	nutrients, water
		provide energy for		different substances –	and fibre
		the body.		nutrients, water	– that
				and fibre	are needed for

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Year A - spring 2	Year B - Summer 2 -	– that	health.
		(through science)	(through science)	are needed for	Spring B (Science)
		and matchfit	and matchfit	health.	
				Spring B (Science)	