



Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development and Planning	<p>Design ideas and copy products from real life</p> <p>To talk about and try to communicate by drawing and writing about their ideas</p>	<p>Draw on their own experience to help generate ideas and research conducted on criteria</p> <p>Begin to understand the development of existing products e.g. What are they for, how they work, materials used</p> <p>Start to suggest ideas and explain what they are going to do</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock-ups of their ideas in card and paper or using ICT</p> <p>Learn about inventors, designers, engineers who have developed ground-breaking products</p>	<p>Begin to develop their ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Make templates and mock-ups of their ideas in card and paper</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Start to order the main stages of making a product</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique</p> <p>Learn about inventors</p> <p>Start to understand whether products can be recycled or reused</p> <p>Know to make drawings with labels when designing</p> <p>Explain their choice of materials and components</p>	<p>Start to generate ideas, considering the purposes for which they are designing – link with Mathematics and Science</p> <p>Confidently make labelled drawings showing specific features</p> <p>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.</p> <p>Identify the strengths and areas for development in their ideas and products.</p>	<p>Start to generate, develop, model and communicate their ideas</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design link with mathematics and Science.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose</p>	<p>Generate, develop, model and communicate their ideas</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making if the first attempts fail.</p>
Working with tools	<p>To have experience of using scissors, hammers, nails/pins, screws and how to deconstruct everyday objects</p>	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Measure, mark out, cut, score and assemble</p>	<p>Select a wider range of appropriate tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools,</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components,</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use a wide range of appropriate tools safely and accurately.</p>



	<p>to see what is inside.</p> <p>To make items from exemplary models.</p>	<p>Explore and use mechanisms in their products.</p> <p>With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely and appropriately Demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>Use basic sewing techniques.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p>components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Sew using a range of different stitches.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Incorporate some form of mechanical or electrical components into designs, as appropriate.</p>	<p>With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when to make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p>
<p>Evaluating processes and products</p>	<p>Adapt work if necessary.</p> <p>Dismantle, examine and talk about existing objects/structures .</p> <p>Consider and manage some risks.</p> <p>Practise some appropriate safety measures independently.</p> <p>Look at similarities and differences between existing</p>	<p>Talk about my work, linking it to what I was asked to do.</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used.</p> <p>Talk about existing products, and say what is and isn't good.</p> <p>Talk about things that other people have made.</p> <p>Begin to talk about what could make product better.</p>	<p>Describe what went well, thinking about design criteria.</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <p>Evaluate how good existing products are.</p> <p>Talk about what I would do differently if I were to do it again and why.</p>	<p>Use design criteria to evaluate finished product.</p> <p>Say what I would change to make design better</p> <p>Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose.</p> <p>Begin to understand by whom, when and where products were designed.</p> <p>Learn about some inventors/designers/ engineers/chefs/</p>	<p>Refer to design criteria while designing and making.</p> <p>Use criteria to evaluate product.</p> <p>Begin to explain how I could improve original design.</p> <p>Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose.</p>	<p>Evaluate quality of design while designing and making.</p> <p>Evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose.</p> <p>Begin to evaluate how much products cost to</p>	<p>Evaluate quality of design while designing and making; is it fit for purpose?</p> <p>Keep checking design is best it can be.</p> <p>Evaluate ideas and finished product against specification, stating if it's fit for purpose.</p> <p>Test and evaluate final product; explain what would improve it and the effect different resources may have had.</p> <p>Do thorough evaluations of existing products</p>



	<p>objects / materials / tools.</p> <p>Show an interest in technological toys.</p>			<p>manufacturers of ground-breaking products.</p>	<p>Discuss by whom, when and where products were designed</p> <p>Research whether products can be recycled or reused.</p> <p>Know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>make and how innovative they are.</p> <p>Research how sustainable materials are.</p> <p>Talk and present about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose.</p> <p>Evaluate how much products cost to make and how innovative they are.</p> <p>Research and discuss how sustainable materials are.</p> <p>Consider the impact of products beyond their intended purpose.</p> <p>Further develop ideas of some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>
Food preparation	<p>Cut food to eat independently or to share with others.</p> <p>Observation of smell, taste.</p>	<p>Preparing food safely, without a heat source, through cutting, peeling and grating.</p> <p>Understand correct storage and handling of ingredients.</p>	<p>Preparing food safely, without a heat source, through cutting, peeling, spreading and grating.</p> <p>Understand correct storage and handling of ingredients.</p>	<p>Prepare different dishes, savoury or sweet, using a heat source. Chop, slice, grate, mix, spread, knead and bake.</p> <p>Understand correct storage and handling of ingredients.</p>	<p>Prepare different dishes, savoury or sweet, using a heat source. Chop, slice, grate, mix, spread, knead and bake.</p> <p>Measure resources accurately. Recognise when food needs further cooking or is underdone.</p> <p>Understand correct storage and handling of ingredients.</p>	<p>Understand and choose which process to use for a given recipe.</p> <p>Measure resources accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Understand correct storage and handling of ingredients, using knowledge of micro-organisms.</p>	<p>Design own recipe for different dishes, savoury or sweet, which will use a heat source.</p> <p>Refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Understand correct storage and handling of ingredients, using knowledge of micro-organisms.</p>
Understanding of food	<p>To know what a healthy snack is.</p>	<p>Understand that food comes from plants or animals.</p>	<p>Know that food has to be farmed, grown elsewhere (e.g. home or abroad) or caught.</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught</p>	<p>Begin to understand that seasons may affect the food available.</p>	<p>Know the impact of farming on the environment.</p>	<p>Design a healthy week of eating alongside the food preparation progression of skills, making reference</p>



Respect Hope Trust Friendship Compassion Thankfulness



St Osyth Church of England Primary School

'Love one another as I have loved you.'

	<p>To know why we eat and drink to keep healthy.</p>	<p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'.</p> <p>Understand that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Understand how to name and sort foods into the five groups in 'The Eat well plate'.</p>	<p>(such as fish) in the UK, Europe and the wider world.</p>	<p>Explore where given and favourite foods are grown, reared or caught, and how they are processed to be eaten.</p>	<p>Understand the concept of food miles.</p> <p>Explain the concept of moderation within eating.</p>	<p>to food miles and previous learning.</p>
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