

	Knowledge	Knowledge and skill	Skill
EYFS	<u>Health and self-care</u> <ul style="list-style-type: none"> ★ Understanding the need for variety in food ★ Understanding good practices with regard to eating 	<u>Health and self-care</u> <ul style="list-style-type: none"> ★ Using equipment and tools safely 	<u>Exploring and using materials</u> <ul style="list-style-type: none"> ★ Experimenting to create different textures ★ Manipulating materials ★ Constructing with a purpose in mind ★ Selecting appropriate resources and adapting work ★ Selecting tools and techniques needed to shape, assemble and join materials
Year 1 Year 2	<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> ★ Discussing their work as it progresses ★ Using pictures and words to convey what they want to design and make ★ Using drawings to record ideas as they are developed and adding notes to drawings <u>Food</u> <ul style="list-style-type: none"> ★ Grouping familiar food products e.g. fruit and vegetables ★ Understanding the need for a variety of foods in the diet <u>Sheet materials</u> <ul style="list-style-type: none"> ★ Using a hole punch <u>Evaluating</u> <ul style="list-style-type: none"> ★ Saying what they like and do not like about items they have made and why ★ Talking about designs as they develop and identify good and bad points ★ Talking about changes made ★ Discussing how closely finished products meet their design criteria ★ Evaluating their own ideas and products against design criteria ★ Exploring and evaluating a wide range on existing products 	<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> ★ Explaining what they are making and which materials they are using ★ Describing what they need to do next ★ Selecting materials from a limited range that will meet the design criteria ★ Designing purposeful, functional, appealing products for themselves and other users based on design criteria ★ Selecting and naming tools needed to work the materials <u>Food</u> <ul style="list-style-type: none"> ★ Developing a food vocabulary using taste, smell, texture and touch ★ Working safely and hygienically <u>Textiles</u> <ul style="list-style-type: none"> ★ Colouring fabrics using a range of techniques e.g. fabric paints, printing and painting ★ Joining fabrics with glue ★ Cutting out shapes which have been created by drawing around a template <u>Construction</u> <ul style="list-style-type: none"> ★ Making vehicles with construction kits which contain free running wheels ★ Attaching wheels to a chassis using an axle ★ Joining appropriately for different materials and situations <u>Sheet materials</u> <ul style="list-style-type: none"> ★ Creating hinges ★ Using simple pop ups ★ Curling paper 	<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> ★ Modelling ideas with kits, reclaimed materials ★ Describing models and drawings of ideas <u>Food</u> <ul style="list-style-type: none"> ★ Cutting, peeling, grating and chopping ingredients ★ Measuring and weighing food items <u>Textiles</u> <ul style="list-style-type: none"> ★ Decorating fabrics with buttons, beads, sequins, braids and ribbons ★ Cutting out shapes which have been created by drawing around a template ★ Joining fabrics by using a running stitch, staples, over sewing and tape <u>Construction</u> <ul style="list-style-type: none"> ★ Using a range of materials to create models with wheels and axels e.g. glue, tape, dowel ★ Marking out materials to be cut using a template ★ Building structures, exploring how they can be made stronger, stiffer and more stable <u>Sheet materials</u> <ul style="list-style-type: none"> ★ Folding, tearing and cutting paper and card ★ Rolling and curling paper ★ Cutting along straight and curved lines ★ Investigating strengthening sheet materials ★ Investigating joining temporary, fixed and moving materials

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Year 3 Year 4	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> ★ Planning a sequence of actions to make a product ★ Proposing realistic suggestions for how to achieve designs <p><u>Food</u></p> <ul style="list-style-type: none"> ★ Making healthy eating choices from an understanding of a balanced diet <p><u>Construction</u></p> <ul style="list-style-type: none"> ★ Making structures more stable by giving them a wide base <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ★ Identifying the strengths and weaknesses of design ideas ★ Considering and explaining how the finished product could be improved ★ Discussing how finished product meets the design criteria ★ Deciding which design idea to develop ★ Investigating and analysing a range of existing products 	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> ★ Investigating similar products to the one to be made to give starting points for a design ★ Thinking ahead about the order of their work and deciding upon tools and materials ★ Recording the plan by drawing (labelled sketches) or writing ★ Developing more than one design or adaptation of an initial design ★ Selecting from a wider range of tools, equipment, materials and components <p><u>Food</u></p> <ul style="list-style-type: none"> ★ Developing sensory vocabulary/knowledge using taste, smell, texture and touch ★ Making healthy eating choices from an understanding of a balanced diet ★ Analysing the taste, texture, smell and appearance of a range of food ★ Working safely and hygienically ★ Measuring and weighing ingredients appropriately <p><u>Textiles</u></p> <ul style="list-style-type: none"> ★ Joining fabrics using running stitch, over sewing and back stitch ★ Understanding seam allowance and creating a simple pattern ★ Exploring fastenings and recreating some e.g. sew on buttons and make loops ★ Prototyping a product using j cloths <p><u>Construction</u></p> <ul style="list-style-type: none"> ★ Creating a shell or frame structure ★ Incorporating a circuit with a bulb or buzzer into a model ★ Using a glue gun with close one to one supervision ★ Cutting strip wood, dowel and square section wood accurately to 1cm ★ Understanding and using mechanical systems in products <p><u>Sheet materials</u></p> <ul style="list-style-type: none"> ★ Creating nets 	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> ★ Drawing/sketching products to help analyse how they are made <p><u>Food</u></p> <ul style="list-style-type: none"> ★ Measuring and weighing ingredients appropriately ★ Joining and combining a range of ingredients <p><u>Textiles</u></p> <ul style="list-style-type: none"> ★ Using appropriate decoration techniques (glue) ★ Using appropriate decoration techniques (appliqué or simple stitches) <p><u>Sheet materials</u></p> <ul style="list-style-type: none"> ★ Cutting slots and internal shapes ★ Using lolly sticks/card to make levers ★ Using linkages to make movement larger or more varied

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Year 5 Year 6	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> ★ Planning a sequence of work using a storyboard ★ Investigating products/images to collect ideas ★ Using found information informing decisions <p><u>Food</u></p> <ul style="list-style-type: none"> ★ Selecting and preparing foods for a particular purpose ★ Showing an awareness of a healthy diet from an understanding of a balanced diet <p><u>Textiles</u></p> <ul style="list-style-type: none"> ★ Understanding pattern layout <p><u>Construction</u></p> <ul style="list-style-type: none"> ★ Using bradawl to mark hole positions <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ★ Using design criteria to inform decisions about ways to proceed ★ Justifying decisions about materials and methods of construction ★ Reflecting on work using design criteria stating how well the design fits the needs of the user ★ Identifying what does and does not work in a product ★ Making suggestions as to how improve designs 	<p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> ★ Sketching and modelling alternative ideas ★ Recording ideas using annotated diagrams ★ Making prototypes ★ Combining modelling and drawing to refine ideas ★ Using a computer to model ideas ★ Drawing plans which can be read/followed by someone else ★ Giving a report using correct technical vocabulary <p><u>Food</u></p> <ul style="list-style-type: none"> ★ Preparing food products taking into account the properties of ingredients and sensory characteristics ★ Tasting a range of ingredients/food items to develop a sensory food vocabulary for use when designing ★ Weighing and measuring using scales ★ Cutting and shaping ingredients using appropriate tools and equipment ★ Working safely and hygienically <p><u>Textiles</u></p> <ul style="list-style-type: none"> ★ Joining fabrics using over sewing, back stitch and blanket stitch ★ Decorating textiles appropriately often before joining components ★ Pinning and tacking fabric pieces together ★ Combining fabrics to create more useful properties <p><u>Construction</u></p> <ul style="list-style-type: none"> ★ Controlling a model using an ICT control programme ★ Using a glue gun with close supervision ★ Using a hand drill to drill tight and loose fit holes ★ Cutting strip wood, dowel and square section wood accurately to 1cm ★ Incorporating a motor and a switch into a model <p><u>Sheet materials</u></p> <ul style="list-style-type: none"> ★ Joining and combining materials with temporary, fixed or moving joints ★ Using a craft knife, cutting mat and safety ruler ★ Choosing an appropriate sheet material for a purpose 	<p><u>Food</u></p> <ul style="list-style-type: none"> ★ Decorating appropriately ★ Joining and combining food ingredients appropriately <p><u>Textiles</u></p> <ul style="list-style-type: none"> ★ Making quality products ★ Creating 3D products using pattern pieces and seam allowance <p><u>Construction</u></p> <ul style="list-style-type: none"> ★ Joining materials using appropriate methods ★ Building frameworks using a range of materials to support mechanisms <p><u>Sheet materials</u></p> <ul style="list-style-type: none"> ★ Cutting slots ★ Cutting accurately and safely to a marked line