

	Year 1 (R – reception)	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning & communicating ideas	<ul style="list-style-type: none"> <li>• Draw on their own experience to help generate ideas<sup>[SEP]</sup> (R)</li> <li>• Suggest ideas and explain what they are going to do (R)</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Model their ideas in card and paper</li> <li>• Develop their design ideas applying findings from their earlier research</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences<sup>[SEP]</sup></li> <li>• Develop their design ideas through discussion, observation, drawing and modelling<sup>[SEP]</sup></li> <li>• Identify a purpose for what they intend to design and make<sup>[SEP]</sup></li> <li>• Identify simple design criteria<sup>[SEP]</sup></li> <li>• Make simple drawings and label parts<sup>[SEP]</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas for an item considering its purpose and the user</li> <li>• identify a purpose and establish criteria for a successful product</li> <li>• Plan the order of their work before starting</li> <li>• Explore, develop and communicate design proposals by modeling ideas</li> <li>• Make drawings with labels when designing</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas, considering the purposes for which they are designing</li> <li>• Make labeled drawings from different views showing specific features</li> <li>• 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</li> <li>• Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas through brainstorming and identify a purpose for their product</li> <li>• Draw up a specification their design</li> <li>• 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</li> <li>• Use results of investigations, information sources, including ICT when developing design ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their ideas through detailed labelled drawings<sup>[SEP]</sup></li> <li>• Develop a design specification</li> <li>• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li> <li>• Plan the order of their work, choosing appropriate materials, tools and techniques</li> </ul>
Working with tools, equipment, materials and components to make quality products (including food)	<ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools eg scissors and a hole punch safely (R)</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape (R)</li> <li>• Select and use appropriate<sup>[SEP]</sup> fruit and vegetables, processes and tools</li> <li>• Use basic food handling, hygienic practices and<sup>[SEP]</sup> personal hygiene (R)</li> <li>• Use simple finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>• Follow safe procedures for food safety and hygiene</li> <li>• Choose and use appropriate finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing to change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Demonstrate hygienic food preparation and storage</li> <li>• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product</li> <li>• Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Sew using a range of different stitches, weave and knit</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Use simple graphical communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques</li> <li>• Measure and mark out accurately</li> <li>• Use skills in using different tools and equipment safely and accurately</li> <li>• Weigh and measure accurately (dry ingredients, liquids and time)</li> <li>• Apply the rules for basic food hygiene and other safe practices eg hazards relating to the use of ovens</li> <li>• Cut and join with accuracy to ensure a good quality finish to the product</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools, materials, components and techniques<sup>[SEP]</sup></li> <li>• Assemble components to make working models</li> <li>• Use tools safely and accurately<sup>[SEP]</sup></li> <li>• Construct products using permanent joining techniques</li> <li>• Make modifications as they go along</li> <li>• Pin, sew and stitch materials together create a product</li> <li>• Achieve a quality product</li> </ul>
Evaluating processes and products	<ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to purpose (R)</li> <li>• Evaluate their products as they are developed, identifying strengths and possible<sup>[SEP]</sup> changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate against their design criteria</li> <li>• Evaluate their products as they are developed identifying strengths and possible changes they might make</li> <li>• Talk about their ideas, saying what they like and dislike about them</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their product against original design criteria eg how well it meets its intended purpose</li> <li>• Disassemble and evaluate familiar products</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment</li> <li>• Evaluate their products carrying out appropriate tests</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment</li> <li>• Evaluate their products carrying out appropriate tests</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>• Record their evaluations using drawings with labels</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved</li> </ul>