



<u>Declarative Knowledge and Concepts (knowledge)</u>

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
		 Sliders and Levers Templates and joining Preparing fruit and vegetables 	 Wheels and Axels Templates and joining Preparing fruit and vegetables 	- Levers and linkages - 2D shape to 3D product - Healthy and varied diet	- 2D shape to 3D product - Simple circuits and switches - Healthy and varied diet	 More complex switches and circuits with pulleys and gears Combining different fabric shapes Celebrate culture and seasonality 	 Combining different fabric shapes More complex switches and circuits with pulleys and gears Celebrate culture and seasonality
Mechanisms	Card is stronger than paper. Wheels go round. Know and use technical vocabulary: Join, fix, push, pull	Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project: slider, lever, pivot, pull, push, user	Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project: Vehicle, wheel, axle, chassis, axle holder, body, fixed, joining, design, purpose, user	Understand and use lever and linkage mechanisms Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project: Mechanism, lever, linkage, pivot, linear, rotary, user, purpose, function, prototype, design criteria	n/a	Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary related to the subject: Circuit, switch, circuit diagram, mechanical system, input, process, output.	Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary related to the subject: Circuit, switch, circuit diagram, mechanical system, input, process, output. Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio



Textiles	Know some products made from fabric. Know some methods to join fabric. Know and use technical vocabulary: Make, decorate, stitch	Understand why some products are made from fabric. Understand there are various ways to join fabric. Understand how simple 3D textiles products are made using two identical shapes. Know and use technical vocabulary relevant to the project: joining, running stitch, fabric, decorate, make, evaluate, user, purpose.	Understand the different qualities of different qualities of different fabrics and why we might choose a certain fabric for a particular product. Know how to join fabric in a variety of ways. Understand how simple 3D textiles products are made using two identical shapes. Understand that one template is needed for identical parts. Know and use technical vocabulary relevant to the project: joining, running stitch, fabric, decorate, make, evaluate, user, purpose, template, design criteria, suitable, components.	Understand the need for patterns. Understand how to securely join two pieces of fabric together. Know and use technical vocabulary relevant to the project: Fastening, structure, finishing technique, strength, weakness, templates, user, purpose, design, model, evaluate, prototype, annotated sketch, aesthetics, pattern pieces.	Understand the need for patterns and seam allowances. Know how to strengthen, stiffen and reinforce existing fabrics. Know and use technical vocabulary relevant to the project: Fastening, structure, finishing technique, strength, weakness, templates, user, purpose, design, model, evaluate, prototype, annotated sketch, aesthetics, pattern pieces, compartment, zip, button, seam, seam allowance, functional.	Understand how a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Know how to strengthen, stiffen and reinforce fabric, where appropriate. Know and use technical vocabulary relevant to their project: seam, seam allowance, template, design criteria, annotate, functionality, user, purpose, evaluate, prototype	Understand how a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Know how to strengthen, stiffen and reinforce fabric, where appropriate. Know and use technical vocabulary relevant to their project: seam, seam allowance, template, design criteria, annotate, functionality, user, purpose, evaluate, mock-up, prototype, wadding, reinforce, hem, innovation, authentic.
Food (and healthy living)	Understand that fruit and vegetables are healthy. Know and use technical vocabulary:	Understand and know where a range of fruit and vegetables come from. Eg. Farmed or home grown.	Understand and know where a range of fruit and vegetables come from. Eg. Farmed or home grown. Understand basic principles of a	Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.	Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.	Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical	Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical



	Fruit and vegetable names, healthy, cut, slice, peel	Understand basic principles of a healthy diet. Know and use technical and sensory vocabulary, relevant to the project. Eg. Fruit and vegetable names, names of equipment and utensils, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, design, evaluate.	healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. Know and use technical and sensory vocabulary, relevant to the project. Eg. Fruit and vegetable names, names of equipment and utensils, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, arranging, design, evaluate, planning, investigating, criteria, healthy diet.	Know and use relevant technical and sensory vocabulary appropriately eg. Texture, taste, sour, greasy, savoury, hygienic, reared, caught, frozen, processed, planning, design criteria, user . purpose, annotated sketch	Know and use relevant technical and sensory vocabulary appropriately eg. Texture, taste, sour, greasy, savoury, hygienic, reared, caught, frozen, processed, planning, design criteria, user . purpose, annotated sketch, edible, tinned, harvested, appearance, sensory evaluations	and sensory vocabulary eg. Ingredients, yeast, dough, baking soda, carbohydrate, protein, vitamins, nutrients, nutrition, allergy, intolerance, seasonality, combine, knead, innovative, research, evaluate, design brief	and sensory vocabulary eg. Ingredients, yeast, dough, baking soda, carbohydrate, protein, vitamins, nutrients, nutrition, allergy, intolerance, seasonality, combine, knead, innovative, research, evaluate, design brief, design specification, unleavened, bran, gluten, dairy, savoury, source, combine
Electrical Systems					Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Know and understand how computing can be used to program and control their product. Know and use technical vocabulary relevant to the project: design	Understand and use electrical systems in their products. Understand knowledge of computing to program, monitor and control products. Know and use technical vocabulary relevant to the project: design criteria, user, purpose, function, prototype, innovative, control,	Understand and use electrical systems in their products. Understand knowledge of computing to program, monitor and control products. Know and use technical vocabulary relevant to the project: design criteria, user, purpose, function, prototype, innovative, control,



					criteria, user, purpose, function, prototype, innovative, control, system, input, output, series circuit Know the dangers of mains electricity.	system, input, output, series circuit, parallel circuit, monitor, program, flowchart Know the dangers of mains electricity.	system, input, output, series circuit, parallel circuit, monitor, program, flowchart, names of switches and components, design specification Know the dangers of mains electricity.
Significant individuals / events	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Mechanisms / Electrical Systems			Benz and Ford – The first cars	Mary Anderson – Windscreen wiper		Garret Morgan – Traffic Signals	
Textiles			Jim Henson – Master puppeteer, inventor and screenwriter	Morag Myerscough – creating joy and belonging through colour and design	Gideon Sundback The invention of the zipper		Vivienne Westwood – Using designs to carry political messages and make people aware of environmental and human rights issues
Food		Jamie Oliver – Healthy Schools			The History of Nandos	Nadia Hussain – Breaking 'bake-off' boundaries	Heston Blumenthall – using science in cooking



Procedural Knowledge and Concepts (skills)

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	-	Sliders and Levers Templates and joining Preparing fruit and vegetables	- Wheels and Axles - Templates and joining - Preparing fruit and vegetables	- Levers and linkages - 2D shape to 3D product - Healthy and varied diet - Simple circuits and switches (1 lesson)	 2D shape to 3D product Simple circuits and switches Healthy and varied diet 	 More complex switches and circuits with pulleys and gears Combining different fabric shapes Celebrate culture and seasonality 	 Combining different fabric shapes More complex switches and circuits with pulleys and gears Celebrate culture and seasonality
Research	Mechanisms Explore moving vehicles through	Mechanisms Explore a range of existing books and	Mechanisms Explore and evaluate a range of products	Mechanisms Investigate, analyse and	Mechanisms n/a	Mechanisms Investigate,	Mechanisms Investigate,
	play.	everyday products	with wheels and axles.	evaluate books	<u>117 G</u>	analyse and	analyse and
	Explore simple	that use simple sliders and levers	Explore different types	and where available, other		evaluate existing everyday products	evaluate existing everyday products
	levers through	6	of vehicles, their uses	products which		and existing toys	and existing toys
	play.	Discuss with children what they	and their features.	have a range of lever and linkage		that incorporate gear or pulley	that incorporate gear or pulley
	Explore simple sliders in books.	will be designing and then making.	Discuss with the children what they will	mechanisms.		systems.	systems.
		Who will your	be designing, making and evaluating within	Use questions to develop children		Use videos and photographs of	Use videos and photographs of
		product be for?	an authentic context.	understanding		products that	products that
		(user)		about existing		cannot be	cannot be
		What will be its purpose?	With the children, identify a user and	products. Who might it be for?		explored first hand.	explored first hand.
		How do you want	purpose for the	What's its		Research and if	Use observational
		it to move? Will you use a slider	product and generate simple design criteria.	purpose? What do you think will		possible, visit engineering and	drawings and questions to
		or a lever?	simple design ciliend.	move? How do		manufacturing	develop
		(children should		you think the		companies that	understanding of
		be allowed to make their own		mechanism works? What materials		are relevant to the product they are	each product in the collection.
		choices to give		have been used?		designing and	
		ownership)		Investigate and		making.	Research and if
				Investigate and analyse books and			possible, visit engineering and



			where available, other products with lever and linkage mechanisms. Discuss with the children the purpose of the products they will be designing and making and who the products will be for (user). Children to generate a range of ideas, encouraging creative responses.		Children generate innovative ideas by carrying out research including surveys, interviews and questionnaires and then develop a design spec for their product.	manufacturing companies that are relevant to the product they are designing and making. Children generate innovative ideas by carrying out research including surveys, interviews and questionnaires and then develop a design spec for their product.
Textiles Explore and use different fabrics. Cut and join fabrics with simple techniques.	Textiles Children investigate and evaluate existing products linked to the chosen project. Explore and compare different fabrics, joining techniques and finishing techniques. Generate a range of ideas. Consider how their fabric will be joined. Practise threading own needle.	Textiles Children investigate and evaluate existing products linked to the chosen project. Explore and compare different fabrics, joining techniques and finishing techniques. Make drawings of existing products, understanding the user and purpose. Identify and label, if appropriate, the fabrics and techniques used. Generate a range of ideas and consider 'What parts will be	Textiles Children investigate a range of textile badges, that have a selection of stitches, joins, fabrics and finishing techniques. Develop understanding through questioning. What is it's purpose? Why has this fabric been used? How has the fabric been joined together? Understand how a key event / individual has	Textiles Children investigate a range of textile cases, that have a selection of stitches, joins, fabrics and finishing techniques, fastenings and purposes (pencil cases, make-up brushes, phone, tablet). Think about products from the past and the changes in textile production, with the invention of zips and Velcro.	Textiles Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Use questions to develop understanding: Who would use this product? What's it's purpose? What design decisions have been made? What components have been used?	Textiles Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact of fabrics and products. Use questions to develop understanding: Who would use this product? What's it's purpose? What design decisions have been made? What



		Practise running stitch.	joined? How will it be joined?' Use templates from paper to cut out fabric shapes Practise threading own needle. Practise over stitch.	influenced the development of the chosen product / fabric. Allow children to practise different stitching techniques, sewing 2 small pieces of fabric together.	Disassemble appropriate textile products to understand 3D shape, patterns and seam allowances. Develop understanding through questioning. What is it's purpose? Why has this fabric been used? How has the fabric been joined together? How effective are it's fastenings? How has it been decorated? What would the 2-piece pattern look like? Understand how a key event / individual has influenced the development of the chosen product / fabric.	Children investigate how existing products have been constructed. Children disassemble a product and explore what the fabric shapes look like, how they have been joined, how it has been strengthened, and what fastenings have been used. Generate ideas by carrying out research using, surveys, interviews, questionnaires, the internet. Develop skills – threading needles, practising a range of stitches, making seams, tack or attach wadding, 2D pattern making, CAD design.	components have been used? Is the design innovative? Is it functional or decorative? Children disassemble a product and explore what the fabric shapes look like, how they have been joined, how it has been strengthened, and what fastenings have been used and to evaluate why these decisions were made by the designer. Generate ideas by carrying out research using, surveys, interviews, questionnaires, the internet. Develop skills – threading needles, practising a range of stitches, making seams, tack or attach wadding, 2D pattern making, CAD design.
col	perience ommon fruit and egetables, idertaking nsory activities ie.	Food Children examine a range of fruit / vegetables. Discuss healthy eating advice.	Food Children examine a range of fruit / vegetables, use questions to develop understanding.	Food Children investigate a range of food products eg. Lunches over a week, foods	Food Children investigate a range of food products eg. Lunches over a week, foods	Food Children use first hand and secondary sources to carry out relevant research into existing	Food Children use first hand and secondary sources to carry out relevant research into existing



Appearance, taste and smell. Growing food – understanding where some food comes from	Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. Research existing products to determine children's preferences. Discuss basic food hygiene. Demonstrate how to use simple utensils and provide opportunities for the children to practise eg. Washing, grating, peeling, slicing, squeezing.	Discuss healthy eating advice including the eatwell plate and a balanced diet. Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them – which words can we use to describe the taste, shape, colour, feel? Research existing products to determine children's preferences, provide opportunities for children to think about intended users / suitability for purpose. Discuss basic food hygiene and the importance of following instructions. Demonstrate how to use simple utensils and provide opportunities for the children to practise skills such as washing, grating, peeling, slicing, squeezing. Talk about food processing and which parts of the fruit we eat, why we	provided for them, menu from a local café. Link to the principles of the eatwell plate. Carry out sensory evaluations of the contents of the food from a variety of bought food products and record the results. Research information about existing products that relate to their product. Visit local supermarket or use the internet. Research how a variety of ingredients are grown and harvested. Where and when are the ingredients grown?	provided for them, menu from a local café. Link to the principles of the eatwell plate. Carry out sensory evaluations of the contents of the food from a variety of bought food products and record the results – understand how the sensory characteristics affect their liking for the food. Research information about existing products that relate to their product. Visit local supermarket or use the internet. Research how a variety of ingredients are grown, harvested, reared, caught and processed. Where do different meats / fish / cheese / eggs come from? How and why are they processed?	products to include personal / cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced / seasonal / organic ingredients. Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. Research key chefs who have promoted healthy eating. When using a basic dough recipe, explore making different shapes to change the appearance of the food product and how it appeals to others.	products to include personal / cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced / seasonal / organic ingredients. Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. Present results in eg. Tables / graphs / charts and by using evaluative writing. Research key chefs who have promoted healthy eating, seasonality and using local produce. When using a basic dough recipe, explore making different shapes to change the appearance of the food product and how it
Electrical systems	Electrical systems n/a	which parts of the fruit	Electrical systems n/a	and why are they	Electrical systems Using research, discuss a range of	of the food
				examples of	relevant products	relevant products



					switches which work in different ways eg. Push to make, push to break, toggle switch. Let the children use them in simple circuits. Understand how might different types of switches be useful in different types of products. Discuss, investigate and disassemble different examples of battery powered products. Gather information about needs and wants of a target user.	that respond to changes in the environment using a computer control program eg. Automatic nightlights, alarm systems, security lighting. Consider who have they been designed for? And for what purpose? Research inventors related to the project. Eg. Thomas Edison Draw on science understanding. Draw on related computing activities where children can write computer control programs that include inputs, outputs and decision making.	that respond to changes in the environment using a computer control program eg. Automatic nightlights, alarm systems, security lighting. Consider who have they been designed for? And for what purpose? Investigate electrical sensors, such as light dependent resistors (LDR's) and revisit range of switches, children to explore how they work using simple circuits. Draw on science understanding. Draw on related computing activities where children can write computer control programs that include inputs, outputs and decision making. Investigate famous inventors who developed ground-breaking electrical systems and components.
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Design	Mechanisms Talk about their ideas. Choose materials to use. Think about making things for a specific user / purpose.	Mechanisms Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups using card and paper. Discuss finishing techniques the children might use eg. Digital text and graphics, paint, felt tips, collage. Talk about the order in which the mechanisms will be made.	Mechanisms Generate ideas based on simple design criteria and their own experiences, explaining their design choices and talking about what they could make. Develop, model and communicate their ideas through drawings and mockups with card and paper. Use wheels and axles to explore and understand how they can be fixed or loose, by making a mock up. Discuss how the children might add finishing techniques to their product.	Mechanisms Develop a design brief with the children within a context which is authentic and meaningful. Generate realistic ideas and their own design criteria, through discussion, focussing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.	Mechanisms n/a	Mechanisms Develop an authentic and meaningful design brief with the children. Communicate ideas through detailed annotated drawings from different views and / or exploded diagrams.	Mechanisms Develop an authentic and meaningful design brief with the children. Communicate ideas through detailed annotated drawings from different views and / or exploded diagrams. The drawings should indicate design decisions and include the locations of the mechanical and electrical components. Produce detailed step by step plans
	Textiles Talk about their ideas. Choose materials to use. Think about making things for a	Textiles Design a functional and appealing product for a chosen user and purpose, based on simple design criteria.	Textiles Generate, develop, model and communicate their ideas as appropriate through talking, drawing and labelling, templates and mock ups.	Textiles Generate realistic ideas, through discussion and design criteria for an appealing product fit for purpose and specific users.	Textiles Generate realistic ideas, through discussion and design criteria for an appealing, functional product fit for purpose and specific users.	Textiles Set an authentic and meaningful design brief. Generate innovative ideas through research.	equipment and materials needed. If appropriate allocate tasks within a team. Textiles Set an authentic and meaningful design brief. Children develop a simple design spec for their product.
	specific user / purpose.	Through talk and drawing, children	000.	3000mc 03013.	specific osois.	Communicate ideas through	Communicate ideas through



	to develop their ideas. IT could be used for patterns. Choose one idea to follow through.	Establish a clear user and purpose, in an authentic context. Talk about design criteria and develop ideas as a class. Choose one idea to follow through.	Produce annotated sketches, prototypes and final product sketches. Take into account others' views. Plan the main stages of making.	Produce annotated sketches, prototypes and final product sketches and pattern pieces. Consider others' views and reflect these within the design. Plan the main stages of making eg. Using a flowchart or story board.	detailed, annotated drawings. Drawings should indicate design decisions. Develop, model and communicate ideas through talking, drawing, templates, mock- ups and prototypes. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design spec. List equipment and tools needed. Allocate tasks within a team if appropriate.	detailed, annotated drawings and/or CAD. Drawings should indicate design decisions, including, methods of strengthening, type of fabric and type of stitching. Children should be able to explain their design decisions. Develop, model and communicate ideas through talking, drawing, templates, mock- ups and prototypes. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design spec. Produce step by step plans, lists of
						are fit for purpose based on a simple design spec. Produce step by
						Allocate tasks within a team if appropriate.
Food Make own choices about food,	Food Set a context for designing which is	Food Set a context for designing which is	Food Discuss the purpose of the	Food Discuss the purpose of the	Food Generate innovative ideas	Food Develop a design brief and simple



Design appealing products for a particular user (can be themselves), based on simple design criteria. Communicate these ideas through talk and drawings. Consider the main stages of making. Consider the main the main stages of making. Comberate of the communicate their ideas. Eg. What and the will need, how much they will need, how much they will need, how make the main stages of making, appropriate utensits and food processes. Discuss possible products will be for. Agree on a design and evaluating and evaluating and who the products will be for. Develop and agree on design criteria within a through discussion with peers and adults to develop and adventage of the communicate their ideas. Eg. What they will need, how much they will need, how much they will need, how face. Discuss possible products will be for. Agree on a design and evaluating and evaluating and who the products will be for. Develop and agree on design criteria within a through discussion with peers and adults to develop and adults to develop a final decisions to appearance, to a periodic that they will need, how much they will need, how into could be presented efc. Discuss the for. Develop and agree on design criteria within a through discussion with peers and adults to develop and adults to develop a final decisions to appearance, to a periodic that they will need, how much they will need, how much they will need, how into could be presented efc. Understand and plan the main stages of making, appropriate utensits and food processes. Discuss method the products will be for. Develop and agree on design criteria within a decision to adults to develop and the product information to design product and a gree on design dutentic and adults to develop and communicate their ideas. Evature and aroma for an appearance, the product information to develop and communicate will be for. Develop and adults to develop and communicate wither and the product will be for. Develop and designing, making and evaluating and who the products will be for.	according to their	authentic and	authentic and	product that the	product that the	through research	design
Design appealing products for a particular user (can be themselves), based on simple design criferia. Communicate these ideas through falk and drawings. Consider the main stages of making, it develop, model and communicate they will be product. Communicate the main stages of making, it develop, model and communicate they will need, how it could be presented etc. Understand and plan the main stages of making, appropriate utensils and food processes. Dissup possible products will be for. Agree on a design and evaluating and who the products will be for. Generate and clarify ideas and clarify ideas and clarify ideas and clarify ideas and drawings. Consider the main stages of making, appropriate utensils and food processes. Discuss possible products will be for. Generate and clarify ideas and critical within a gree on design critical within	own preferences	meaningful.	meaningful.				specification within
products for a particular user (can be themselves), based on simple design criteria. Agree on a design criteria that can be used to guide the development and the evaluation of the these ideas through talk and drawings. Consider the main stages of making. Consider the main the main stages of moking, appropriate untersity will need, how much they will need, how mach the main stages of making, appropriate untersity and processes. products will be for. Generate and Certificate and agree on design criteria within a develop and adults to develop and adults to develop a final product this authentic and meaningful. This continctude critical relating to healthy earling and a varied diet. Use talk and drawings when planning for a product. Children should develop, model and communicate their ideas. Eg. What they will need, how much they will need, how much they will need, how fit could be presented etc. Use annotated sketches and CIT oppropriate to develop and communicate ideas. Use annotated sketches and CIT oppropriate to develop and communicate information to develop and plan the main stages of making, appropriate untensitis and food processes. Develop and agree on design criteria or days end develop and content that is authentic and agree on design criteria criteria within a context that is authentic and agree on design criteria criteria within a context that is authentic and agree on design criteria or through the grieval part of initial ideas and friend and agree on design criteria criteria within a context that is authentic and agree on design criteria criteria fror a design brieflate and carifieria within a context that is authentic and appropriate the criteria fron a design brieflate and carifieria within a context that is authentic and appropriate the criteria fron a design brieflate and carifieria within a context that is authentic and appropriate the criteria fron a design brieflate and carifieria within a context that is authentic and agree on design criteria criteria fron and agree on design or desi						peers and adults	a context that is
particular user (can be themselves), based on simple design criteria that can be used to guide the development and the evoluation of the children's products. It mough a drawings. Consider the main stages of making. Though claim and the develop made and communicate their ideas. Eg. What they will need, how much the main stages of making, appropriate utensits and food processes. The work of the main stages of making, appropriate utensits and food processes. The work of the main stages of their recipe, listing ingredients. The work of the main stages of their recipe, listing ingredients. The work of the main stages of their recipe, listing ingredients. Agree on a design criteria. Develop and agree on design carteria within a garee on design carteria within and clarify ideas agree on design carteria within a decision to agree on design carteria within and clarify ideas and clarify ideas and clarify ideas and clarify ideas that the develop and clarify ideas and clarify ideas that the valuation of the children's products. Communicate their advantage and plan the main stages of their recipe, listing ingredients. The work of the main stages of their recipe, listing ingredients. The work of the main stages of their recipe, listing in product swill be for. Develop and clarify ideas that can be develop and clarify ideas that the advelop and clarify ideas that the agree on design criteria and clarify ideas that the develop and clarify ideas that the couled be develop and clarify ideas that the recipe and the product some and adults to develop and clarify ideas that the recipe and product inked to user and purpose. Constitute of agree on design criteria vithin a content of agree on design criteria vithin a decision to develop and communicate their including and a varied diet. Sent the recipe relating to the for. Use annotated s		Design appealing		and evaluating	and evaluating	•	authentic and
Can be themselves , based on simple design criteria that can be used to guide the development and the evaluation of the children's products. Ithrough talk and drawings. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of making. Consider the main stages of their leasts and food processes. Consider the main stages of making appropriate utensils and food processes. Consider the main stages of their least stage of the least stage of their least stage of the last stage of their least stage of the least stage of their least stage of the least sta		products for a	products and who	and who the	and who the		meaningful. This
themselves), based on simple design criteria that can be used to guide the development and the evaluation of the children's products. Communicate these ideas through talk and drawings. Consider the main stages of making. Children should develop, madel and communicate their ideas. Eg. What they will need, how much they will need, how much the main stages of making, appropriate utersils and food processes. Agree on a design criteria and carge on design criteria within a claff yielders through discussion with peers and adults to develop a final author to develop a final product including appropriate to develop a final product including appropriate to develop a final product inked to user and purpose. Children should develop, madel and communicate their ideas. Eg. What they will need, how much they will need, how much they will need, how much the main stages of making, appropriate utersils and food processes. Lise annotated sketches and appropriate of develop and communicate dieds. Understand and plan the main stages of their recipe, listing ingredients, stages of their ingredients, stages of their ingredients, stages of their ingredients, stages of their varieties.		particular user	they will be for.	products will be	products will be	criteria for a design	can include design
bosed on simple design criteria. Communicate these ideas through talk and drawings. Consider the main stages of making. Consider thacts and develop and constant that conta dadults to develop and constant that can be adults to develop and and avaried diet. Consider the main stages of making. Consider that can devaluation of the children's product the feritar relating to mand avaried diet. Consider that can develop and constant and plan the main s		(can be		for.	for.	spec.	criteria relating to
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n/a	n/a	n/a	n/a			
n/a	n/a	n/a	n/a	Develop a design brief within a meaningful context. Children to generate a range of ideas, encouraging realistic responses. Agree on design criteria that can be used to guide the development and evaluation, including safety features. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Consider the main stages of making and testing.	Use research to develop a design spec for a functional product that responds automatically to changes in the environment. Consider, time, resources and costs. Generate and develop innovative ideas. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Formulate a step by step plan to guide making, listing tools, equipment, materials and components.	Develop an authentic and meaningful design brief with the children. Generate innovative ideas by drawing on research and knowledge and develop a desig spec for their product carefully considering the purpose and the needs of the intended user. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Drawings should indicate the design decisions made, including the location of the electrical components and how they work as a system. Produce detailed step by step plans and lists of tools, equipment and



Make	Mechanisms Understand how to make simple flaps and hinges. Know how to use scissors. Can fix materials together using glue, tape etc. Assembled vehicles with moving wheels using construction kits.	Mechanisms Plan by suggesting what to do next. Select and use tools and materials, explaining their choices, to cut, shape, join and fix paper and card. Make their product by following their own design. Use simple finishing techniques suitable for the product they are creating.	Mechanisms Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Add finishing techniques to their product, referring to their design and design criteria.	Mechanisms Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.	Mechanisms n/a	Mechanisms Formulate step by step plans Select from and use a range of tool and equipment. Make high quality products, applying knowledge, understanding and skills. Use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose	Mechanisms Formulate step by step plans Select from and use a range of tool and equipment. Make high quality products, applying knowledge, understanding and skills. Use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose Work within the constraints of time, resources and costs.
	Textiles Use scissors Practise threading Practise weaving	Textiles Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Join fabric using a running stitch.	Textiles Use templates to mark out areas of fabric to cut according to their own design. Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.	Textiles Select and use a range of appropriate tools with some accuracy, eg. cutting, joining and finishing. Select fabrics according to their functional characteristics eg. strength and	Textiles Select and use a range of appropriate tools with some accuracy, eg. cutting, joining and finishing. Select fabrics according to their functional characteristics eg. strength and	Textiles Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Consider time, resources and cost.	Textiles Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and costs.



	Select and use textiles according to their characteristics. Explore finishing techniques	Join fabric using an overstitch. Select and use textiles according to their characteristics. Explore finishing techniques according to their design	aesthetic qualities eg. pattern	aesthetic qualities eg. Pattern Children to assemble their product using their existing knowledge, skills and understanding. Encourage children to think about aesthetics and quality finish of their product.	Make high quality products applying knowledge, understanding and skills. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.	Make high quality products applying knowledge, understanding and skills. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.
Food Seasonal small group food preparation	Food Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics eg. Colour, texture, taste to create a chosen product.	Food Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics eg. Colour, texture, taste to create a chosen product.	Food Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Select and use appropriate utensils and equipment to prepare and combine ingredients. Consider the presentation and appearance of the ingredients	Food Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Select and use appropriate utensils and equipment to prepare and combine ingredients. Consider the presentation and appearance of their products of t	Food Select and use appropriate utensil and equipment accurately to measure and combine ingredients. Make, decorate and present the food product accordingly, considering the user and purpose.	Food Select and use appropriate utensil and equipment accurately to measure and combine ingredients. Make, decorate and present the food product, linking to the design brief and the user and purpose.
Electrical systems n/a	Electrical systems n/a	Electrical systems n/a	their product. Electrical systems n/a	their product. Electrical systems Select and use tools and equipment to cut, shape, join and	Electrical systems Competently select and accurately assemble materials.	Electrical systems Make a high quality product, applying own knowledge, skills



					finish with some accuracy.	Securely connect electrical	and understanding.
					Select from and use materials and components according to their functional properties and aesthetic qualities. Assemble their high quality product, drawing on their own knowledge, understanding and skills.	components to produce a functional product. Create a computer control program to enable an electrical product to work automatically in response to changes in the environment.	Competently select and accurately assemble materials. Securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
Evaluate	Mechanisms Can talk about own work / models / creations. Can think about how well their model works and start to consider how it could be improved.	Mechanisms Ask the children to evaluate their developing ideas and final products against the original design criteria.	Mechanisms Evaluate their finished product by discussing how well it works in relation to the purpose, the user and the original design criteria, including any changes they made. Consider how they could improve.	Mechanisms Evaluate the final product against the intended user, drawing on the design criteria previously agreed.	Mechanisms n/a	Mechanisms Compare the final product to the original design specification Test products with intended user / purpose	Mechanisms Compare the final product to the original design specification Test products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve work.



Textiles Recognise when	Textiles Recognise when	Textiles Recognise when	<u>Textiles</u> Evaluate	Textiles Evaluate as the	Textiles Evaluate both as	Textiles Evaluate both as
something doesn't work or look correct and consider how to problem solve.	something doesn't work and attempt to problem solve. Evaluate ongoing work and the final product against the intended purpose and with the intended user.	something doesn't work or look correct and try to problem solve. Evaluate ongoing work and the final product against the intended purpose and with the intended user drawing on their design criteria.	throughout, recognise potential problems and aim to solve them. Test their product against the original design criteria and with the intended user.	process is undertaken and the final product, in relation to the design brief and criteria. The product should be tested by the intended user and for it's purpose. Others' views should be sought to help with identifying possible improvements.	they proceed with their work and the final product in use. Consider the views of others to improve own work. Compare the final product to the original design spec. Evaluate how appropriate the	they proceed with their work and the final product in use. Consider the view of others to improve own work Compare the final product to the original design spec. Critically evaluate the quality of the
					product is for it's intended user / purpose. Communicate their evaluation.	design, manufacture, functionality, innovation and fitness for intended user and purpose. Communicate
						their evaluation in various forms eg. Writing for a particular purpose or giving a well-structured oral evaluation, speaking clearly and fluently.
Food Talking about their food, how it tastes, looks, etc. Understanding and discussing their own preferences.	Food Evaluate as the children work through the project and the final products considering the user and purpose.	Food Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the	Food Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Food Evaluate as the assignment proceeds and the final product against the intended user / purpose.	Food Evaluate the final product with reference back to the design brief and design specification.	Food Evaluate the work as it progresses and the final product, against the intended purpose and user.



		design criteria previously agreed.	Consider appearance, aroma, taste and suitability for the user and purpose.	Reflect on the design criteria previously agreed. Consider appearance, aroma, taste and suitability for the user and purpose. Consider what others think of the product when thinking about how the work could be improved.	Consider what improvements could be made and how this could be achieved.	Reflect on the design specification and take in to account the views of others when identifying improvements. Understand how improvements could be made and chieved.
Electrical systems n/a	Electrical systems n/a	Electrical systems n/a	Electrical systems n/a	Evaluate throughout and then the final product against the intended purpose and with the intended user, drawing on the design criteria previously agreed. Identify strengths and areas for improvement in their own work.	Electrical systems Continually evaluate and modify the working features of the product to match the initial design spec. Test the system to demonstrate its effectiveness for the intended user and purpose. Evaluate areas for improvement and take on the views of others.	Electrical systems Continually critically evaluate and modify the working features of the product to match the initial design spec. Test the system to demonstrate its effectiveness for the intended user and purpose. Evaluate strengths and areas for improvement and take on the views of others and respond to them.