

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and Designing	<p>Design something for a given use/purpose</p> <p>Talk about plans</p> <p>Begin to draw plan.</p> <p>Look at and talk about existing products.</p>	<p>Design something for a specific use/purpose</p> <p>Talk about my design for my product</p> <p>Show plans in different ways (drawing/ICT)</p> <p>Look at and talk about existing products with purpose.</p>	<p>Design a product with a purpose and a function based on a design brief.</p> <p>Develop ideas, changing them to improve</p> <p>Communicate ideas through drawing, ICT, templates and mock ups</p> <p>Explore and discuss pros and cons of products already on the market</p>	<p>Show that design meets a range of requirements</p> <p>Put together a step-by-step plan which shows the order and equipment needed</p> <p>Describe design using an labelled sketch and key vocabulary</p>	<p>Produce a plan and explain it to others</p> <p>Conscience of the need to produce something that will be liked by others</p> <p>Create a realistic plan</p> <p>Alter and complete a product if/when original plan fails</p>	<p>Come up with an idea after collecting information</p> <p>Take a user's view into account when designing</p> <p>Produce a detailed step-by-step plan</p> <p>Explain why the finished product will be of good quality</p> <p>Explain how product will appeal to audience</p> <p>Persevere through different stages of the making process</p>	<p>Use a range of information to inform their design</p> <p>Use market research to inform plans</p> <p>Work within constraints</p> <p>Follow and refine a plan if necessary</p> <p>Justify plan</p>
Evaluating	<p>Talk about what they like and with prompts, begin to talk about how what they might change</p>	<p>Say what they like about their design and what they might change if they did it again against the criteria in the design brief.</p>	<p>Evaluate designs and final products by commenting on what went well and what they could improve, reflecting on the design brief</p>	<p>Evaluate designs and final products by commenting on how well them meet the original design brief.</p>	<p>Evaluate their product, thinking of both appearance and the way it works</p> <p>Suggest some improvements and say what was good and not so good about their original design</p> <p>Evaluate ideas, designs and final products with reference to the design brief. Specify how well it meets the intended purpose</p>	<p>Evaluate appearance and function against the original criteria</p> <p>Evaluate designs and products based on innovation, quality, functionality and how appealing they are with specific reference to the design specification.</p> <p>Suggest areas for improvement with reference to the design specification.</p>	<p>Product is fit for purpose.</p> <p>Product meets design brief.</p> <p>Evaluate designs and products based on innovation, quality, functionality and how appealing they are with specific reference to the design specification.</p> <p>Suggest areas for improvement with reference to the design specification.</p>

Food							
	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop	<p>Taste, describe foods.</p> <p>Talk about some foods that are good for you and why.</p>	<p>Begin to describe the tastes of foods.</p> <p>Begin to understand the importance of regular meals, healthy snacks and drinking water.</p> <p>Know there are different food groups.</p> <p>Know that foods come from plants and animals.</p>	<p>Use simple food descriptors relating to smell, flavour, texture and appearance.</p> <p>Understand the importance of regular meals, healthy snacks and drinking water.</p> <p>Begin to understand the different food groups for a balanced diet.</p>	<p>Understand and use their senses in tasting (bitter, sweet, sour and salty)</p> <p>Understands the Eatwell plate and portion size</p> <p>Understand some of the basic processes to get food from farm to plate</p>	<p>Taste and describe using senses.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare food and talk about their diets.</p>	<p>Taste and describe the foods they eat.</p> <p>Understand and apply the principles of a healthy and varied diet when planning a nutritionally balanced menu</p>	<p>Understand seasonality/ know where/ how a variety of ingredients are grown, reared, caught / processed</p>
Making	<p>Know how to wash hands and about basic hygiene</p> <p>With support, follow a given recipe.</p> <p>Use, with support, simple utensils and equipment to mix, grate and squeeze safely</p> <p>With support, measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups</p>	<p>Understand basic food handling and hygiene.</p> <p>With some support, follow a simple recipe.</p> <p>Stir, mix, pour, spread and cut into pieces.</p> <p>Measure different quantities (teaspoon, tablespoon)</p> <p>Use simple utensils and equipment to mix, grate and squeeze safely</p> <p>Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups</p>	<p>Understand basic food handling, hygiene practices and personal hygiene</p> <p>Read and follow a simple recipe</p> <p>Use utensils and equipment to stir, mix, pour, spread, cut with more precision and slice safely.</p> <p>Can measure different quantities (teaspoon, tablespoon) in a recipe.</p> <p>Can start to measure liquids in ml</p> <p>Think of interesting ways to decorate food e.g cakes</p>	<p>Understand basic food handling, hygiene practices and personal hygiene including the consequences of poor hygiene</p> <p>Read and follow a recipe and makes the food look appealing</p> <p>Can use utensils and equipment to stir, mix, pour, spread, cut with more precision, slice.</p> <p>Beginning to use digital weighing scales and measuring jugs for liquids</p>	<p>Understand basic food handling, hygiene practices and personal hygiene including the consequences of poor hygiene</p> <p>Read and follow recipes.</p> <p>Use utensils and equipment to mix, grate, slice, chop safely</p> <p>Weigh and measure time, dry ingredients and liquids accurately on digital and simple scales</p>	<p>Apply and discuss rules for basic food hygiene and other safe practices e.g. hazards related to ovens ,knives or raw food</p> <p>Read and follow recipes.</p> <p>Work safely with a wide range of cooking equipment</p> <p>Weigh and measure time, dry ingredients and liquids accurately on more complex scales</p>	<p>Apply and discuss rules for basic food hygiene and other safe practices e.g. hazards related to ovens ,knives or raw food</p> <p>Read a range of recipes and make an appropriate selection to follow.</p> <p>Work safely with a wide range of cooking equipment</p> <p>Weigh and measure time, dry ingredients and liquids accurately on more complex scales</p>

Textiles							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>With support join textiles using glue</p> <p>Add decorating embellishments to create an eye-catching product</p> <p>Experiment and use a variety of textiles and fabrics</p> <p>Show experience in fabric collage: layering fabric</p>	<p>Sew fabric which has pre-cut holes (binca) or a pre-cut template</p> <p>Add decorating embellishments and start to create patterns</p> <p>To weave with paper or fabric</p> <p>Have experience in colouring textiles: simple printing, fabric crayons</p>	<p>Sew fabric which has pre-cut holes (binca) or a pre-cut template</p> <p>Add decorating embellishments and start to create patterns</p> <p>To weave with paper or fabric</p> <p>Have experience in colouring textiles: simple printing, fabric crayons</p>	<p>To sew using a running stitch and satin stitch</p> <p>Use sharp scissors to cut fabrics</p> <p>To experiment with different weaving styles (hopsack)</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>To understand the functionality of fabrics e.g soft, waterproof etc</p>	<p>To applique fabrics (sew fabrics on for effect)</p> <p>To measure, mark out and cut fabric with help</p> <p>Explore using resist paste and batik</p> <p>To describe the functionality of fabric and say why it is a suitable choice</p> <p>Demonstrate experience in looking at fabrics from other countries and cultures</p>	<p>Sew using a running, satin and back stitch</p> <p>Measure, mark out and cut fabric</p> <p>Experiment with different weaving styles (twill)</p> <p>Join products with different fastenings (buttons, loops etc)</p> <p>Produce two colour tie-dye</p>	<p>Investigate the most effective ways Join and combine materials and components accurately in a temporary and permanent way</p> <p>Choose the most appropriate way to strengthen, stiffen and reinforce fabrics</p> <p>Know and use technical vocabulary relevant to the project: hem, reinforce, lining,</p> <p>Use a needle. Sew the hemming stitch</p> <p>Use skills to measure, mark out and cut accurately to ensure a good quality finish</p>



## Design and Technology Progression



Structures							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>With support, use simple tools.</p> <p>Use scissors to cut thin materials, trying to do straight and curved lines.</p> <p>Join materials using glue and tape.</p> <p>Explore and use sliders in my work e.g. moving picture</p> <p>Know and use technical vocabulary relevant to the project: stick, twist, attach, draw, design, model, cut</p>	<p>Use simple tools with some support</p> <p>Choose from a selection of materials provided</p> <p>Cut thin materials. Use scissors to cut in straight and curved lines</p> <p>Join a range of materials and components e.g. gluing, stapling, taping.</p> <p>Begin to find ways to make my model stronger, stiffer and more stable e.g. by adding a wider base</p> <p>Explore and use levers and sliders in my work e.g. moving picture</p>	<p>Choose and use simple tools</p> <p>With support start to measure materials.</p> <p>Join materials in different ways</p> <p>Insert split pins for card</p> <p>Use simple pop ups</p> <p>Investigate strengthening sheet materials</p> <p>Investigate joining - temporary, fixed and moving</p>	<p>Join and combine materials and components in temporary and permanent ways</p> <p>Strengthen, stiffen and reinforce structures</p> <p>Cut slots and internal shapes. Create nets</p> <p>Choose suitable techniques to construct products or to repair items.</p> <p>Use finishing techniques</p>	<p>Use linkages to make movement larger or more varied.</p> <p>Use and explore complex pop ups</p> <p>Choose suitable techniques to construct products or to repair items.</p> <p>Strengthen materials using suitable techniques.</p> <p>Use a mechanical system in their product that produces one outcome (e.g wheels/axels)</p> <p>Know and use technical vocabulary relevant to the project: component, axel, wheel, (Knex)</p>	<p>Cut accurately and safely to a marked line. Cut slots. Join and combine materials with temporary, fixed or moving parts.</p> <p>Choose an appropriate materials.</p> <p>Begin to use cams, pulleys or gears to create movement. Use a cam to make an up and down mechanism.</p> <p>Use different types of circuit in a product and think of ways in which adding a circuit would improve product</p> <p>Incorporate a switch and motor into a product</p> <p>Confidently use a number of components in a circuit</p> <p>Begin to program a computer to monitor changes in environment and control</p> <p>Know and use technical vocabulary relevant to the project: cog, lever, pulley, mechanism.</p>	<p>Use a craft knife, cutting mat and safety ruler under one to one supervision.</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Use and compare different types of circuit</p> <p>Program a computer to monitor changes in environment and control of a product</p> <p>Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms</p>