

Year 1

1. Can they think of some ideas of their own and explain what they are making?
2. Can they make a structure/model using different materials?
3. Can they describe how something works?
4. Can they talk about their own work and things that other people have done?
5. Can they talk with others about how they want to construct their product?
6. Can they select appropriate resources and tools for their building projects?
7. Can they make simple plans before making objects, e.g. drawings, labelling, arranging pieces of construction before building?
8. Is their work tidy?
9. Can they make their model stronger if it needs to be?
10. Can they make a product with moving parts and say why they have chosen moving parts?
11. Can they cut materials using scissors?
12. Can they describe the materials using different words?
13. Can they make a product from textiles gluing?
14. Can they cut food safely?
15. Can they describe the texture of foods?
16. Do they wash their hands and make sure surfaces are clean?
17. Can they think of interesting ways of decorating food they have made, e.g. cakes?

Children should be exposed to using a variety of materials including textiles, paper, card and mouldable materials

Children should work through a research, plan, design, make and evaluate process

Year 2

1. Can they think of ideas and plan what to do next?
2. Can they choose the best tools and materials and explain why they think they are the best?
3. Can they describe their design by using pictures, diagrams, models and words?
4. Can they join things (materials/ components) together in different ways that also include moving parts?
5. Can they discuss what went well with their plan and what they might want to improve next time?
6. Can they measure materials to use in a model or structure?
7. Can they use joining, folding or rolling to make their product stronger?
8. Can they add some kind of design to their product?
9. Can they measure, cut and join textiles accurately to make something?
10. Can they explain why they chose a certain textile?
11. Can they plan and prepare a simple dish using a variety of ingredients
12. Can they describe the properties of the ingredients they are using?
13. Can they explain and show what it means to be hygienic?
14. Can they explain where certain familiar foods come from?

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Year 3

1. Can they show that their design meets a range of requirements?
2. Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
3. Can they describe their design using an accurately labelled sketch and words?
4. Can they use equipment and tools accurately?
5. Can they explain what worked well and what they would change to improve their plan/design?
6. Can they choose the right ingredients for a product?
7. Can they use cooking preparation equipment safely?
8. Can they make sure that their product looks attractive?
9. Can they set out to grow plants such as cress and herbs from seed?
10. Can they join textiles of different types in different ways?
11. Can they choose textiles both for their appearance and also qualities?
12. Do they use the most appropriate materials for different projects?
13. Can they work accurately to make cuts and holes in materials and paper?
14. Can they join materials?
15. Can they use a range of techniques to shape and mould?
16. Do they use finishing techniques when using mouldable materials?

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Year 4

1. Can they come up with at least one idea about how to create their product when given a set criteria?
2. Do they take account of the ideas of others when designing and think about if it will be liked?
3. Can they produce a plan and explain it to others?
4. Have they thought what they can do to present their product in an interesting way?
5. Can they evaluate their product by suggesting some improvements and say what was good and not so good about their original design?
6. Can they explain how to join things in a different way?
7. Have they thought of how they will check if their design is successful and fit for purpose?
8. Can they show a good level of expertise when using a range of tools and equipment?
9. Are they confident about trying out new and different ideas?
10. Do they select the most appropriate tools and techniques to use for a given task?
11. Can they make a product which uses both electrical and mechanical components?
12. Can they add things to their circuits?
13. Can they measure carefully so as to make sure they have not made mistakes?
14. How have they attempted to make their product strong?
15. Can they devise a template for their textile project?
16. Can they use a range of advanced techniques to shape and mould?
17. Do they know what to do to be hygienic and safe?

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Year 5

1. Can they come up with a range of ideas after they have collected information?
2. Can they produce a detailed step-by-step plan using set criteria?
3. Can they suggest some alternative plans and say what the good points and drawbacks are about each?
4. Can they use a range of tools and equipment expertly?
5. Can they explain why their design and finished product is going to be of good quality and will appeal to an audience?
6. Do they keep checking whether anything could be improved and that their design is the best it can be?
7. Can they evaluate appearance and function against the original criteria?
8. Are they motivated enough to refine and further improve their product using mouldable materials?
9. Do they persevere through different stages of the making process?
10. Are their measurements accurate enough to ensure that everything is precise?
11. How have they ensured that their product is strong and fit for purpose?
12. Can they use a range of joining techniques for a textile project?
13. Can they make up a prototype first?
14. Can they incorporate a switch into their product?
15. Can they refine their product after testing it?
16. Can they incorporate hydraulics and pneumatics?
17. Can they research how individuals have shaped the world we live in today?
18. Can they plan and design their own savoury meal for a specific audience?
19. Can they use a range of cooking techniques?
20. Can they be hygienic?

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Year 6

1. Can they use a range of information, such as market research, to inform their design?
2. Can they work within constraints?
3. Can they follow and refine their plan if necessary?
4. Can they justify their plan to someone else?
5. Do they consider culture and society in their designs?
6. Can they use tools and materials precisely?
7. Do they change the way they are working if needed?
8. How well do they test and evaluate their final product and decide if their product is fit for purpose and how they could improve their design?
9. Would they need more or different information to make it even better?
10. Can they justify why they selected specific materials?
11. Can they work within a budget?
12. How have they ensured that their work is precise and accurate?
13. Can they hide joints so as to improve the look of their product?
14. Have they thought about how their product could be sold?
15. Can they use different kinds of circuit in their product and say how it would improve their product?
16. Did they consider the use of the product when selecting materials?
17. Does their product meet all design criteria?
18. Can they explain how their product should be stored with reasons?
19. Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different food?
20. Do they understand key events over time that has helped shape the world we live in?

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