



		Expressive Arts and Design (ELG)		Fine Motor Skills (ELG)	
EYFS	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.		
Key Stage 1	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>State what products they are designing and making</li> <li>Say whether their products are for themselves or other users</li> <li>Describe what their products are for</li> <li>Say how their products will work</li> <li>Say how they will make their products suitable for their intended users</li> <li>Use simple design criteria to help develop their ideas</li> </ul> <p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>Generate ideas by drawing on their own experiences</li> <li>Use knowledge of existing products to help come up with ideas</li> <li>Develop and communicate ideas by talking and drawing</li> <li>Model ideas by exploring materials, components and construction kits and by making templates and mock- ups</li> <li>Use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next</li> <li>Select from a range of tools and equipment, explaining their choices</li> <li>Select from a range of materials and components according to their characteristics</li> </ul> <p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>Follow procedures for safety and hygiene</li> <li>Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>Measure, mark out, cut and shape materials and components</li> <li>Assemble, join and combine materials and components</li> <li>Use finishing techniques, including those from art and design</li> </ul>	<p><b>Own ideas and products:</b></p> <ul style="list-style-type: none"> <li>Talk about their design ideas and what they are making</li> <li>Make simple judgements about their products and ideas against design criteria</li> <li>Suggest how their products could be improved</li> </ul> <p><b>Existing products:</b></p> <ul style="list-style-type: none"> <li>What products are</li> <li>Who products are for</li> <li>What products are for</li> <li>How products work</li> <li>How products are used</li> <li>Where products might be used</li> <li>What materials products are made from</li> <li>What they like and dislike about products</li> </ul>	<p><b>Making products work:</b></p> <p><b>Across KS1 pupils should know:</b></p> <ul style="list-style-type: none"> <li>About the simple working characteristics of materials and components</li> <li>About the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>How freestanding structures can be made stronger, stiffer and more stable</li> <li>That a 3D textiles product can be assembled from two identical fabric shapes</li> <li>That food ingredients should be combined according to their sensory characteristics</li> <li>The correct technical vocabulary for the projects they are undertaking</li> </ul>	<p><b>Where food comes from:</b></p> <p><b>Across KS1 pupils should know:</b></p> <ul style="list-style-type: none"> <li>How to name and sort foods into the five groups in the Eatwell Guide</li> <li>That everyone should eat at least five portions of fruit and vegetables every day</li> <li>How to prepare simple dishes safely and hygienically, without using a heat source</li> <li>How to use techniques such as cutting, peeling and grating</li> </ul>





	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Key Stage 2	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>Describe the purpose of their products</li> <li>Indicate the design features of their products that will appeal to intended users</li> <li>Explain how particular parts of their products work</li> </ul> <p><b>LKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Gather information about the needs and wants of particular individuals and groups</li> <li>Develop their own design criteria and use these to inform their ideas</li> </ul> <p><b>UKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups</li> <li>Develop a simple design specification to guide their thinking</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Select tools and equipment suitable for the task</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>Select materials and components suitable for the task</li> <li>Explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul> <p><b>In LKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Order the main stages of making</li> </ul> <p><b>In UKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making</li> </ul>	<p><b>Own ideas and products:</b></p> <p><b>Across KS2 pupils should:</b></p> <ul style="list-style-type: none"> <li>Identify the strengths and areas for development in their ideas and products</li> <li>Consider the views of others, including intended users, to improve their work</li> </ul> <p><b>In LKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Refer to their design criteria as they design and make</li> <li>Use their design criteria to evaluate their completed products</li> </ul> <p><b>In UKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>Evaluate their ideas and products against their original design specification</li> </ul>	<p><b>Making products work:</b></p> <p><b>Across KS2 pupils should know:</b></p> <ul style="list-style-type: none"> <li>How to use learning from science to help design and make products that work</li> <li>How to use learning from mathematics to help design and make products that work</li> <li>That materials have both functional properties and aesthetic qualities</li> <li>That materials can be combined and mixed to create more useful characteristics</li> <li>That mechanical and electrical systems have an input, process and output</li> <li>The correct technical vocabulary for the projects they are undertaking</li> </ul> <p><b>In LKS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>How mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>How simple electrical circuits and components can be used to create functional products</li> <li>How to program a computer to control their products</li> <li>How to make strong, stiff shell structures</li> <li>That a single fabric shape can be used to make a 3d textiles product</li> <li>That food ingredients can be fresh, pre-cooked and processed</li> </ul> <p><b>In UKS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>How mechanical systems such as cams or pulleys or gears create movement</li> <li>How more complex electrical circuits and components can be used to create functional products</li> <li>How to program a computer to monitor changes in the environment and control their products</li> <li>How to reinforce and strengthen a 3d framework</li> <li>That a 3d textiles product can be made from a combination of fabric shapes</li> <li>That a recipe can be adapted by adding or substituting one or more ingredients</li> </ul>	<p><b>Where food comes from:</b></p> <p><b>Across KS2 pupils should know:</b></p> <ul style="list-style-type: none"> <li>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><b>In LKS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide</li> <li>That to be active and healthy, food and drink are needed to provide energy for the body</li> </ul> <p><b>In UKS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>That recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>That different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>
	<p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>Share and clarify ideas through discussion</li> <li>Model their ideas using prototypes and pattern pieces</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>Use computer-aided design to develop and communicate their ideas</li> </ul> <p><b>In LKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Generate realistic ideas, focusing on the needs of the user</li> <li>Make design decisions that take account of the availability of resources</li> </ul> <p><b>In UKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Generate innovative ideas, drawing on research</li> <li>Make design decisions, taking account of constraints such as time, resources and cost</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>Follow procedures for safety and hygiene</li> <li>Use a wider range of materials and components than ks1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p><b>In LKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Measure, mark out, cut and shape materials and components with some accuracy</li> <li>Assemble, join and combine materials and components with some accuracy</li> <li>Apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> <p><b>In UKS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>Accurately measure, mark out, cut and shape materials and components</li> <li>Accurately assemble, join and combine materials and components</li> <li>Accurately apply a range of finishing techniques, including those from art and design</li> <li>Use techniques that involve a number of steps</li> <li>Demonstrate resourcefulness when tackling practical problems</li> </ul>	<p><b>Existing products:</b></p> <p><b>Across KS2 pupils should investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>How well products have been designed</li> <li>How well products have been made</li> <li>Why materials have been chosen</li> <li>What methods of construction have been used</li> <li>How well products work</li> <li>How well products achieve their purposes</li> <li>How well products meet user needs and wants</li> </ul> <p><b>In LKS2 pupils should also investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>Who designed and made the products</li> <li>where products were designed and made</li> <li>when products were designed and made</li> <li>whether products can be recycled or reused</li> </ul> <p><b>In late KS2 pupils should also investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>How much products cost to make</li> <li>How innovative products are</li> <li>How sustainable the materials in products are</li> <li>What impact products have beyond their intended purpose</li> </ul> <p><b>Across KS2 pupils should know:</b></p> <ul style="list-style-type: none"> <li>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>		