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| **Year Group** | **DESIGN** |
| R | Constructs with a purpose in mind |
| Can represent their own ideas in their designs  |
| Can think about what media and materials they may need |
| 1 | Begin to draw on their own experience to help generate ideas |
| Ask simple questions about existing products – What are they made from? How do they work? |
| Start to identify a purpose and target group for what they intend to make |
| 2 | Begin to draw on their own and other people’s experiences to help generate ideas |
| Propose more than one idea |
| Start to develop their ideas through discussion and drawings |
| Identify a purpose and target group for what they intend to make |
| 3 | Start to generate ideas by considering its purpose and users |
| Improve upon existing designs, giving reasons for choices |
| Develop more than one design or adapt an initial design  |
| Make labelled drawing of their designs  |
| 4 | Start to generate ideas by considering its purpose and users, creating labelled sketches or basic prototypes  |
| Improve upon existing designs, giving reasons for choices |
| Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs |
| Develop several designs before deciding upon the best  |
| Make some labelled drawings from different views |
| Suggest ideas for a design criteria based upon a knowledge of the product’s user |
|  5 | Generate and develop their ideas through annotated sketches, cross-sectional diagrams and by making basic prototypes  |
| Create innovative designs that aim to improve upon existing products |
| Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs |
| Develop several designs before deciding upon the best  |
| Create a design criteria based upon a knowledge of the product’s user |
| Devise a step-by-step plan  |
| 6 | Generate and develop their ideas through annotated sketches, cross-sectional diagrams or exploded diagrams and by making basic prototypes |
| Create innovative designs that improve upon existing products |
| Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs |
| Develop several designs before deciding upon the best  |
| Create a design criteria based upon a knowledge of the product’s user |
| Devise a step-by-step plan that can be easily followed by another person  |

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| **Year Group** | **MAKE** |
| R | Uses tools for a particular purpose  |
| Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces  |
| Joins construction pieces together to build and balance  |
| Experiments to create different textures  |
| Beginning to understand that they can use lines to enclose spaces and then begin to use this knowledge to create and make shapes  |
| Manipulates materials to achieve a planned effect  |
| Selects tools and techniques needed to shape, assemble and join materials they are using  |
| Can use a variety of materials to experiment with colour, design, texture, form and function  |
| 1 | Begin to make their design using appropriate techniques |
| With help measure, mark out, cut and shape a range of materials |
| Explore and use mechanisms [wheels and axles], in their products |
| Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape |
| Begin to use simple finishing techniques to improve the appearance of their product |
|  | Demonstrate how to cut, shape and join fabric to make a simple product. |
| 2 | Begin to select tools and materials; use correct vocabulary to name and describe them |
| Build structures, exploring how they can be made stronger, stiffer and more stable |
| With help measure, cut and score with some accuracy. Learn to use some hand tools safely and appropriately |
| Explore and use mechanisms [levers and sliders], in their products |
| Start to assemble, join and combine materials in order to make a product |
| Start to choose appropriate finishing techniques for their product  |
| 3 | Select a wider range of tools and techniques for making their product |
| Build structures, exploring how they can be made stronger, stiffer and more stable |
| Measure, mark out, cut, score and assemble components with more accuracy |
| Incorporate some mechanism into products |
| Assemble, join and combine materials in order to make a product |
| Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment |
| 4 | Select a wider range of tools and techniques for making their product safely |
| Understand how to reinforce and strengthen a 3D framework with diagonal struts |
| Begin to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques |
| Incorporate some electrical components (such as bulbs, motors or buzzers) into products |
| Start to join and combine materials and components accurately in temporary and permanent ways |
| Start to measure, tape or pin, cut and join fabric with some accuracy. Add to a range of stitches.  |
| Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment |
| Control and monitor models using software designed for this purpose |
|  5 | Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately |
| Understand how to reinforce and strengthen a 3D framework with more than one technique |
| Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques |
| Incorporate some more complex mechanism (like levers, pulleys, gears or cams) into products |
| Start to join and combine materials and components accurately in temporary and permanent ways |
| Measure, tape or pin, cut and join fabric with some accuracy. Add to a range of stitches. |
| Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment |
| Control and monitor models using software designed for this purpose |
| 6 | Confidently select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately |
| Select from a range of appropriate techniques to reinforce and strengthen a 3D framework |
| Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques |
| Incorporate some more complex electrical components into products |
| Join and combine materials and components accurately in temporary and permanent ways |
| Measure, tape or pin, cut and join fabric with some accuracy. Add to a range of stitches. |
| Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment |
| Write code to control and monitor models or products |

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| **Year Group** | **EVALUATE**  |
| R | Can construct with a purpose in mind and is able to discuss their creation  |
| Can make changes/amendments to work where necessary  |
| Is able to say what they like about their product  |
| Can simply compare theirs with a peers  |
| 1 | Discuss how well their product works |
| Talk about their likes and dislikes about their product |
| Discuss changes that they might make to their product when they encounter problems  |
| 2 | Discuss how well their product works and compare it to their design |
| Talk about their likes and dislikes about their product (and help to critique the work of others) |
| Discuss changes that they might make to their product when they encounter problems |
| 3 | Discuss how well their product suits the user and fits its purpose |
| Talk about their likes and dislikes, and propose improvements to their product |
| Make changes to their design when they encounter problems  |
| 4 | Evaluate their work at a prototype stage and make suitable changes to their plans  |
| Compare the outcome against their design criteria  |
| Be specific about the criteria that it meets and those that it doesn’t |
| Suggest improvements that could be made if they were to repeat the process  |
| Start to evaluate their work during the making process  |
|  5 | Evaluate their work at a prototype stage and make suitable changes to their plans (and seek evaluation from others) |
| Compare the outcome against their design criteria by carrying out tests on the product |
| Be specific about the criteria that it meets and those that it doesn’t |
| Suggest improvements that could be made if they were to repeat the process  |
| Evaluate their work throughout the making process  |
| 6 | Evaluate their work at a prototype stage and make suitable changes to their plans (and seek evaluation from others) |
| Compare the outcome against their design criteria by carrying out tests on the product |
| Be specific about the criteria that it meets and those that it doesn’t |
| Suggest improvements that could be made if they were to repeat the process  |
| Evaluate their work throughout the making process  |

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| **Year Group** | **COOKING AND NUTRITION** |
| R | Eats a healthy range of food  |
| Understands the need for variety in food  |
| Shows understanding of the need for safety when preparing food  |
| Follows basic hygiene routines e.g. washing hands  |
| Begin to understand that food comes from different sources and places  |
| Can discuss how some food is grown  |
| 1 | Begin to understand that all food comes from plants or animals |
| Start to understand how to name and sort foods into the five groups in ‘The Eat well plate’ |
| Begin to understand that everyone should eat at least five portions of fruit and vegetables every day |
| Know how to prepare simple dishes safely and hygienically, without using a heat source |
| Know how to use techniques such as cutting, peeling and grating |
| 2 | Understand that all food comes from plants or animals |
| Understand how to name and sort foods into the five groups in ‘The Eat well plate’ |
| Know that everyone should eat at least five portions of fruit and vegetables every day |
| Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source |
| Demonstrate how to use techniques such as cutting, peeling and grating |
| 3 | Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world |
| Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source |
| Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking |
| Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’ |
| 4 | Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world |
| Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source |
| Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking |
| Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’ |
|  5 | Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world |
| Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source |
| Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking |
| Begin to understand that seasons may affect the food available |
| Understand how food is processed into ingredients that can be eaten or used in cooking |
| Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health |
| 6 | Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world |
| Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source |
| Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking |
| Understand that seasons may affect the food available |
| Understand how food is processed into ingredients that can be eaten or used in cooking |
| Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health |