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| **Design – Developing a plan** |
| **Year 1** | • Draw on their own experience to help generate ideas • Start to look at given examples to inform their designs • Model their ideas on paper or card |
| **Year 2** | • Generate ideas by drawing on their own and other people's experiences• Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose and target group for what they intend to design and make • Develop their design ideas by looking at given examples • Make simple drawings and label parts |
| **Year 3** | • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product, perhaps through discussion • Begin to plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Develop their design ideas by finding other examples to look at • Make drawings with labels when designing |
| **Year 4** | • Generate ideas by considering the context and purpose, and by researching other examples, to support their design • Develop a clear idea of what has to be done, planning how to use materials and equipment • Make labelled drawings from different views showing specific features |
| **Year 5** | • Begin to draw up a design specification • Plan the design process (i.e. the order and method for their project) • Use results of investigations, information sources, including ICT when developing design ideas • Start to make decisions about which viewpoints to draw from in order to show specific features |
| **Year 6** | • Independently develop a design specification • Plan the order of their work, choosing appropriate materials, tools and techniques • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Independently make decisions about which viewpoints to draw from in order to show specific features |

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| **Make / Technical Knowledge – working with equipment and materials** |
| **Year 1** | • With help mark out, measure, cut and shape a range of materials • Use equipment safely e.g. scissors, hole punch, tape, glue |
| **Year 2** | • Mark out, measure, cut and score materials (including fabric) with some accuracy, e.g. to the nearest 10cm • Use tools safely: e.g. needle, hacksaw and vice • Use correct vocabulary to name and describe tools• Use basic sewing techniques • Follow advice to improve the appearance of their product |
| **Year 3** | • Use tools safely: e.g. clamp, sandpaper, hammer, nails, hand drill, saw • Begin to explain why particular tools are used • Choose and use appropriate finishing techniques |
| **Year 4** | • Use tools safely: e.g. clamp, sandpaper, hammer, nails, hand drill, saw • Select specific tools and explain why they are more appropriate • Sew using a range of different stitches/weaves• Use finishing techniques to strengthen their product and improve its appearance, giving reasons for their choices |
| **Year 5** | • Measure, cut, shape and join a range of materials to a high level of precision, e.g. to the nearest mm • Use tools safely: e.g. pliers, cutters |
| **Year 6** | • Measure, cut, shape and join a range of materials to a high level of precision, e.g. to the nearest mm • Use tools safely: e.g. glue gun, pliers, cutters |

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| **Evaluate – evaluating products** |
| **Year 1** | • Evaluate during and after the making process by making simple comments about strengths and weaknesses |
| **Year 2** | • Evaluate during and after the making process by referring back to their original ideas and purpose • Evaluate after the making process by talking about strengths and weaknesses, likes and dislikes • Record their evaluations using simple drawings |
| **Year 3** | • Evaluate during the making process by referring back to their design criteria, research and prototypes • Ask questions of others, and start to think about altering their approach where appropriate • Offer constructive criticism of their peers’ products • Record their evaluations using drawings and text |
| **Year 4** | • Show willingness to alter their approach based on their own and others’ evaluations during the making process, perhaps disassembling and starting again • Record their evaluations using a range of equipment and ICT |
| **Year 5** | • Evaluate their products by carrying out appropriate tests |
| **Year 6** | • Evaluate their products by carrying out appropriate tests |

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| **Working with food** |
| **Year 1** | • Use tools safely • Can explain basic kitchen safety rules (e.g. putting knives down, carrying equipment safely |
| **Year 2** | • Use tools safely • Following instructions about basic food handling and hygiene, and kitchen safety, e.g. hazards relating to the use of ovens• Follow advice to improve the appearance of their product |
| **Year 3** | • Use tools safely • Explain the reasons for food hygiene procedures • Choose and use appropriate finishing techniques |
| **Year 4** | • Use tools safely • Help to weigh and measure ingredients • Use finishing techniques to improve appearance and taste, giving reasons for their choices |
| **Year 5** | • Use tools safely • Weigh and measure ingredients • Use finishing techniques to improve appearance and taste, giving reasons for their choices |
| **Year 6** | • Use tools safely • Weigh and measure ingredients • Use finishing techniques to improve appearance and taste, giving reasons for their choices |