	Who We Are	Sharing the Planet	How the World Works	How we organise themselves	Where we are in place and time	How We Express Ourselves
EYFS	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creation, explaining the process they have used. make use of props and materials when role playing characters in narratives and stories. Use a range of small tools including scissors paint brushes and cutlery.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creation, explaining the process they have used. make use of props and materials when role playing characters in narratives and stories. Use a range of small tools including scissors paint brushes and cutlery.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creation, explaining the process they have used. make use of props and materials when role playing characters in narratives and stories. Use a range of small tools including scissors paint brushes and cutlery.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creation, explaining the process they have used. make use of props and materials when role playing characters in narratives and stories. Use a range of small tools including scissors paint brushes and cutlery.
Year 1	**Developing, planning and communicating ideas:** *Can they think of some ideas of their own? *Can they explain what they want to do? *Can they use pictures and words to plan? **Working with tools, equipment, materials and components to make quality products:** *Can they explain what they are making? *Can they explain which tools are they using? **Evaluating processes and products:** *Can they describe how something works? *Can they talk about their own work and things that other people have done?		**Construction:** *Can they talk with others about how they want to construct their product? *Can they select appropriate resources and tools for their building projects? *Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? **Use of materials:** *Can they make a structure/model using different materials? *Is their work tidy? *Can they make their model stronger if it needs to be?	**Cooking and nutrition:** *Can they cut food safely? *Can they describe the texture of foods? *Do they wash their hands and make sure that surfaces are clean? *Can they think of interesting ways of decorating food they have made, eg, cakes?	**Mechanisms:** *Can they make a product which moves? *Can they cut materials using scissors? *Can they describe the materials using different words? *Can they say why they have chosen moving parts?	**Textiles:** *Can they describe how different textiles feel? *Can they make a product from textiles by gluing?
Year 2	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. Choose the best tools and materials and give a reason why these are best. **Working with tools, equipment, materials and components to make quality products** Join things (materials/ components) together in different ways. **Evaluating processes and products** Explain what went well with	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. Choose the best tools and materials and give a reason why these are best. **Working with tools, equipment, materials and components to make quality products** Join things (materials/ components) together in different ways. **Evaluating processes and products** Explain what went well with their work.	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. They choose the best tools and materials and give a reason why these are best. **Working with tools, equipment, materials and components to make quality products** Join things (materials/ components) together in different ways. **Evaluating processes and products** Explain what went well with their work.	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. Choose the best tools and materials and give a reason why these are best. **Evaluating processes and products** Explain what went well with their work. If they did it again, can they explain what they would improve? **Cooking and nutrition** Describe the properties of the ingredients they are using. Pupils should be taught to	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. Choose the best tools and materials and give a reason why these are best. **Working with tools, equipment, materials and components to make quality products** Join things (materials/ components) together in different ways. **Evaluating processes and products** Explain what went well with their work. If they did it again, can they explain	**Developing, Planning and Communicating Ideas** Think of ideas and plan what to do next. Choose the best tools and materials and give a reason why these are best. **Working with tools, equipment, materials and components to make quality products** Join things (materials/ components) together in different ways. **Evaluating processes and products** Explain what went well with their

Year 3	Can they choose the right ingredients for a product? Can they use equipment safely? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? Can they use equipment and tools accurately?Can they explain what they changed which made their design even	Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better?	Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques? Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials? Can they use equipment and tools accurately?Can they explain what they changed which made their design even better?	Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? Can they use equipment and tools accurately?Can they explain what they changed which made their design even better? Can they join textiles of different types in different ways? Can they choose textiles both for	Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials? Do they select the most appropriate materials?	Can they use equipment and tools accurately? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
Year 4	**Mouldable materials:** Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience? **Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?	**Stiff and flexible materials:** Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong? **Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?	**Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?	**Cooking and nutrition:** Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? **Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?	**Electrical circuits:** Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas? **Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?	**Textiles:** Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? **Evaluating processes and products:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscious of the need to produce something that will be liked by others?Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked?

Year 5	**Stiff and flexible sheet materials** Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? **Evaluating processes and products** Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? **Working with tools, equipment, materials and components to make quality products** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? **Developing, planning and communicating ideas** Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?	**Textiles** Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? **Evaluating processes and products** Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? **Working with tools, equipment, materials and components to make quality products** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? **Developing, planning and communicating ideas** Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?	**Cooking and nutrition** Can they describe what they do to be both hygienic and safe? How have they presented their product well? **Evaluating processes and products** Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? **Working with tools, equipment, materials and components to make quality products** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? 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Can they evaluate appearance and function against the original criteria? **Working with tools, equipment, materials and components to make quality products** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? **Developing, planning and communicating ideas** Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?	**Electrical and Mechanical Components** Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics? **Evaluating processes and products** Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? **Working with tools, equipment, materials and components to make quality products** Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? **Developing, planning and communicating ideas** Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?

Year 6	**Electrical and Mechanical Components** • Use different kinds of circuit in their product • Think of ways in which adding a circuit would improve their product **Developing, Planning and Communicating Ideas** •Use a range of information to inform their design •Use market research to inform plans •Work within constraints •Follow and refine their plan if necessary •Justify their plan to someone else •Consider culture and society in their designs **Evaluating processes and products** •They test and evaluate their final product •Evaluate to see if it is fit for purpose •Discuss improvements •Consider how different resources have improved their product •Consider if they need more or different information to make it even better •Does the product meet all design criteria? •Did they consider the use of the product when selecting materials?	**Stiff and flexible sheet materials** • Justify why they selected specific materials • Have they ensured that their work is precise and accurate • Hide joints so as to improve the look of their product • Mouldable materials • Justify why the chosen material was the best for the task • Justify design in relation to the audience	**Developing, Planning and Communicating Ideas** • Use a range of information to inform their design • Use market research to inform plans • Work within constraints • Follow and refine their plan if necessary • Justify their plan to someone else • Consider culture and society in their designs **Working with tools, equipment, materials and components to make quality products** • Use tools and materials precisely • Change the way they are working if needed **Evaluating processes and products** • They test and evaluate their final product • Evaluate to see if it is fit for purpose • Discuss improvements • Consider how different resources have improved their product • Consider if they need more or different information to make it even better • Does the product meet all design criteria? • Did they consider the use of the product when selecting materials?	**Developing, Planning and Communicating Ideas** • Use a range of information to inform their design • Use market research to inform plans • Work within constraints • Follow and refine their plan if necessary • Justify their plan to someone else • Consider culture and society in their designs **Cooking and nutrition** • Explain how their product should be stored with reasons • Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods	**Cooking and nutrition** • Explain how their product s • Set out to grow their own pr	**Developing, Planning and Communicating Ideas** • Use a range of information to inform their design • Use market research to inform plans • Work within constraints • Follow and refine their plan if necessary • Justify their plan to someone else • Consider culture and society in their designs **Working with tools, equipment, materials and components to make quality products** • Use tools and materials precisely • Change the way they are working if needed **Textiles** • Think about how their product could be sold • Consider what would improve their product even more