



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	Explain what they are making and which materials they are using.	Begin to draw on their own experience to help generate ideas and research conducted on criteria.	Start to generate ideas by drawing on their own and other people's experiences.	With growing confidence generate ideas for an item, considering its purpose and the user/s.	Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.
	<p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p>	<p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what</p>	<p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they</p>	<p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p>	<p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and</p>	<p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>



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		they are going to do.	intend to design and make.		processes, and suggesting alternative methods of making, if the first attempts fail.		
	Explore ideas by rearranging materials.	Understand how to identify a target group for what they intend to design and make based on a design criteria.	Understand how to identify a target group for what they intend to design and make based on a design criteria.	Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including intended users, to improve their work. Learn about inventors, designers, engineers, chefs and manufacturers who have	Draw up a specification for their design- link with Mathematics and Science. Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques.	Draw up a specification for their design- link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail.



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				Start to understand whether products can be recycled or reused.	developed ground-breaking products.		
	Describe simple models or drawings of ideas and intentions. Discuss their work as it progresses.	Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.	Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.	Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics.	When planning explain their choice of materials and components according to function and aesthetic.	Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.	Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.
Working with tools, equipment, materials and	Begin to create their design using	Begin to make their design using appropriate	Begin to select tools and materials; use	Select a wider range of tools and	Select a wider range of tools and techniques for making their	Select appropriate materials, tools and	Confidently select appropriate tools,



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components to make quality products	basic techniques.	techniques.	correct vocabulary to name and describe them.	techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be Using	product safely.	techniques e.g. cutting, shaping, joining and finishing, accurately.	materials, components and techniques and use them. Use tools safely and accurately.
	Start to build structures, joining components together.	Begin to build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can be made stronger, stiffer and more stable.	Start to understand that mechanical and electrical systems have an input, process and output.	Know how mechanical systems such as cams or pulleys or gears create movement.	Understand how mechanical systems such as cams or pulleys or gears create movement.	Understand how mechanical systems such as cams or pulleys or gears create movement.



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	Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		<p>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Know how simple electrical circuits and components can be used to create functional products.</p>	Understand how more complex electrical circuits and components can be used to create functional products.	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p>	Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.
	Begin to use scissors to cut straight and curved edges and hole punches to punch holes.	<p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools <i>e.g.</i></p>	<p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely</p>	Measure, mark out, cut, score and assemble components with more accuracy.	Know how to measure, mark out, cut and shape a range of materials, using appropriate tools,	Select from and use a wider range of materials and components, including construction materials,	<p>Assemble components to make working models.</p> <p>Aim to make and to achieve a quality product.</p>



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	<p>Explore using/ holding basic tools such as a saw or hammer.</p> <p>Use adhesives to join material.</p>	<p><i>scissors and a hole punch</i> safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>and appropriately.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Continue to learn how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Now sew using a range of</p>	<p>textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately</p> <p>With growing confidence cut and join with accuracy to ensure a good-</p>	<p>With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an</p>



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					<p>different stitches, to weave and knit.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>quality finish to the product</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>input, process and output.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>
Evaluating processes and products	Say what they like and do not like about items they have made and attempt to say why.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).	Evaluate their work against their design criteria.	Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i>	Evaluate their products carrying out appropriate tests. Start to evaluate their work both during and at	Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both	Evaluate their products, identifying strengths and areas for development, and carrying out



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					the end of the assignment.	during and at the end of the assignment.	appropriate tests. Evaluate their work both during and at the end of the assignment
	Begin to talk about their designs as they develop and identify good and bad points. Start to talk about changes made during the making process.	When looking at existing products explain what they like and dislike about Products and why.	Look at a range of existing products explain what they like and dislike about Products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Begin to disassemble and evaluate familiar products and consider the views of others to improve them.	Be able to disassemble and evaluate familiar products and consider the views of others to improve them.	Begin to evaluate it personally and seek evaluation from others.	Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved.
	Discuss how closely their finished products meet their design criteria.	Begin to evaluate their products as they are developed, identifying strengths and	With confidence talk about their ideas, saying what they like and dislike about them.	Evaluate the key designs of individuals in design and technology has	Evaluate the key designs of individuals in design and technology has	Evaluate the key designs of individuals in design and technology has	Evaluate the key designs of individuals in design and technology has



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		possible changes they might make.		helped shape the world.	helped shape the world.	helped shape the world.	helped shape the world.
Food and Nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel.	Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.	Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught.	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 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 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. 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.	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 that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.



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	<p>Explore familiar food products e.g. fruit and vegetables.</p> <p>Begin to work safely and hygienically.</p>	<p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p>	<p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p>	<p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p>	<p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p>	<p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p>	<p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p>
	<p>Stir, spread, knead and shape a range of food and ingredients.</p> <p>Measure and weigh food items, non statutory measures e.g. spoons, cups.</p>	<p>Know how to use techniques such as cutting, peeling and grating.</p>	<p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>



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	Start to think about the need for a variety of foods in a diet.	Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.	Know that everyone should eat at least five portions of fruit and vegetables every day.	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' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body	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' Know that to be active and healthy, food and drink are needed to provide energy for the body.	Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.