



| Early Years Foundation Stage   |  |  |
|--|--|--|
| <p><b>Physical Development</b><br/> <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Children use a range of small tools</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p><b>Expressive Art and Design</b><br/> <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> |  |  |
|  | Key Stage 1  | Lower Key Stage 2  |
| Design   | <ul style="list-style-type: none"> <li>• use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>• design products that have a purpose and are aimed at an intended user;</li> <li>• explain how their products will look and work through talking and simple annotated drawings;</li> <li>• design models using simple computing software;</li> <li>• plan and test ideas using templates and mock-ups;</li> <li>• understand and follow simple design criteria;</li> <li>• work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul> | <ul style="list-style-type: none"> <li>• identify the design features of their products that will appeal to intended customers;</li> <li>• use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>• design innovative and appealing products that have a clear purpose and are aimed at a specific user;</li> <li>• explain how particular parts of their products work;</li> <li>• use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>• when designing, explore different initial ideas before coming up with a final design;</li> <li>• when planning, start to explain their choice of materials and components including function and aesthetics;</li> <li>• test ideas out through using prototypes;</li> <li>• use computer-aided design to develop and communicate their ideas (see note on p. 1);</li> <li>• develop and follow simple design criteria;</li> <li>• work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> |
| Make   | <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• with support, follow a simple plan or recipe;</li> <li>• begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>• select from a range of materials, textiles and components according to their characteristics;</li> </ul>  | <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>• select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>• place the main stages of making in a systematic order;</li> </ul>   |

|                     |   |  |
|---------------------|---|--|
|                     | <p><b>Practical skills and techniques</b></p> <ul style="list-style-type: none"> <li>• learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>• use a range of materials and components, including textiles and food ingredients;</li> <li>• with help, measure and mark out;</li> <li>• cut, shape and score materials with some accuracy;</li> <li>• assemble, join and combine materials, components or ingredients;</li> <li>• demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>• manipulate fabrics in simple ways to create the desired effect;</li> <li>• use a basic running stitch;</li> <li>• cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>• begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li> </ul> | <p><b>Practical skills and techniques</b></p> <ul style="list-style-type: none"> <li>• learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>• use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>• with growing independence, measure and mark out to the nearest cm and millimetre;</li> <li>• cut, shape and score materials with some degree of accuracy;</li> <li>• assemble, join and combine material and components with some degree of accuracy;</li> <li>• demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</li> <li>• join textiles with an appropriate sewing technique;</li> <li>• begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</li> </ul> |
| Evaluate            | <ul style="list-style-type: none"> <li>• explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>• explain positives and things to improve for existing products;</li> <li>• explore what materials products are made from;</li> <li>• talk about their design ideas and what they are making;</li> <li>• as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>• evaluate their products and ideas against their simple design criteria;</li> <li>• start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul>   | <ul style="list-style-type: none"> <li>• explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>• explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>• consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>• evaluate their product against their original design criteria;</li> <li>• evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>  |
| Technical Knowledge | <ul style="list-style-type: none"> <li>• build simple structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>• talk about and start to understand the simple working characteristics of materials and components;</li> <li>• explore and create products using mechanisms, such as levers, sliders and wheels.</li> </ul>   | <ul style="list-style-type: none"> <li>• understand that materials have both functional properties and aesthetic qualities;</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li>• understand and demonstrate how mechanical and electrical systems have an input and output process;</li> <li>• make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li> </ul>   |

|                       |   |  |
|-----------------------|---|--|
|                       |   | <ul style="list-style-type: none"> <li>• explain how mechanical systems such as levers and linkages create movement;</li> <li>• use mechanical systems in their products.</li> </ul>   |
| Cooking and Nutrition | <ul style="list-style-type: none"> <li>• explain where in the world different foods originate from;</li> <li>• understand that all food comes from plants or animals;</li> <li>• understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li>• name and sort foods into five nutrition groups</li> <li>• understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> </ul> | <ul style="list-style-type: none"> <li>• start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</li> <li>• understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</li> <li>• with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</li> <li>• use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</li> <li>• explain that a healthy diet is made up of a variety and balance of different food and drink, and be able to apply these principles when planning and cooking dishes;</li> <li>• understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</li> <li>• prepare ingredients using appropriate cooking utensils;</li> <li>• measure and weigh ingredients to the nearest gram and millilitre;</li> <li>• start to independently follow a recipe;</li> <li>• start to understand seasonality.</li> </ul> |