

EYFS	KS1	LKS2	UKS2
To know about healthy eating	Preparing Fruit and Vegetables (1/2)	Healthy Varied Diet (3/4)	Celebrating Culture (5/6)
Designing To articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology appropriate to develop and communicate ideas.
Making Develop their small motor skills so that they can use a range of tools competently, safely and confidently	Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.	Making Write a step-by-step recipe, including a lift of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluating Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.	Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using e.g. tables/graphs/chart such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the view others when identifying improvements. • Understand how key chefs have influence eating habits to promote varied and health diets.



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	Designing Explore different materials freely, in order to develop their ideas about how to	Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their	Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to	Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to
	use them, and what to make Articulate their ideas and thoughts in wellformed sentences Use talk to help work out problems and	ideas through drawings and mockups with card and paper.	develop, model and communicate ideas.	guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
	organise thinking			
SI	Making Use talk to help work	Making Select from and use a range of tools and	Making Order the main stages of making.	Making Produce detailed lists of tools, equipment and
	out problems and	equipment to perform practical tasks such as	Select from and use appropriate tools with	materials. Formulate step-bystep plans and, if
ism	organise thinking Join	cutting and joining to allow movement and	some accuracy to cut, shape and join paper	appropriate, allocate tasks within a team.
an	different materials	finishing.	and card.	Select from and use a range of tools and
Mechanisms	and explore different textures Develop	Select from and use a range of materials and components such as paper, card, plastic	• Select from and use finishing techniques suitable for the product they are creating.	equipment to make products that that are accurately assembled and well finished. Work
Ž	their own ideas and	and wood according to their characteristics.	culture for the product they are creating.	within the constraints of time, resources and
	then decide which	, and the second		cost
	materials to use to			
	express them	Fralmeting	Fredricting	Cyclysting
	Evaluating Use talk to help work	Evaluating Explore and evaluate a range of products	Evaluating Investigate and analyse books and, where	Evaluating Compare the final product to the original
	out problems and	with wheels and axles.	available, other products with lever and	design specification.
	organise thinking an	Evaluate their ideas throughout and their	linkage mechanisms.	Test products with intended user and
	activities, explain how things work and why	products against original criteria.	Evaluate their own products and ideas against criteria and user needs, as they	critically evaluate the quality of the design, manufacture, functionality and fitness for
	they might happen		design and make.	purpose.
	7 3			Consider the views of others to improve
				their work.
				Investigate famous manufacturing and engineering companies relevant to the
				engineering companies relevant to the project.
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	Designing		
	Develop their own		
	ideas and then		
	decide which		
	materials to use to		
	express them Use		
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	problems and		
	organise thinking and		
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S	things work and why		
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∄	Making		
S	Articulate their ideas		
Structures	and thoughts in		
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Designing

Generate ideas based on simple design criteria and their own experiences, explaining what they could make.

• Develop, model and communicate their ideas through talking, mock-ups and drawings.

Designing

Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.

 Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Designing

- Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.
- Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches

Articulate their ideas and thoughts in wellformed sentences Use talk to help work out problems and organise thinking Join different materials and explore different textures Develop their own ideas and then decide which materials to use to express them

Making

Plan by suggesting what to do next.

- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Making

- Plan the order of the main stages of making.
- Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use computer generated finishing techniques suitable for the product they are creating.

Making

- Plan the order of the main stages of making.
- Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use computergenerated finishing techniques suitable for the product they are creating.



	Evaluating Explore different materials freely, in order to develop their ideas about how to use them, and what to make Use talk to help work out problems and organise thinking and activities, to explain how things work and why they might happen	Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended use	• Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.
Textiles		• Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock -ups and information and communication technology.	Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces	Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock - ups and prototypes and, where appropriate, computer -aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification
e.		Making	Making	Making
F		 Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. 	 Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	 Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step -by - step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.



		Evaluating Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.	 Evaluating Investigate a range of 3 -D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	 Evaluating Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work Evaluating Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work
Electrical Systems	N/A	N/A	Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.	Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.



	Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.	Making Formulate a step -by - step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
	Evaluating Investigate and analyse a range of existing battery - powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground - breaking electrical systems and components.

