



	Eyfs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used (in continuous provision)</p> <p>Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Tell someone (peers and adults) about ideas whilst designing a made-up moving map (slider) - links to geography.</p> <p>Tell someone (peers and adults) about ideas whilst designing a real-life moving map (slider) - links to geography.</p> <p>Use it to explore ideas whilst designing a product that is linked to the 'poles apart' topic that uses fixed and temporary joins.</p> <p>Use it to explore ideas whilst designing a product that is linked to the flight topic that uses a simple circuit.</p>	<p>Design and make bread through drawing and discussing the ingredients and process.</p> <p>Make templates to support a design of a sock-puppet and discuss it.</p> <p>Design mock-up of a free-standing structure and discuss it.</p>	<p>Generate and develop ideas through discussion whilst designing an artefact from Egyptian times.</p> <p>Design a death mask that is functional and designed for purpose. - as a class, discuss the functions and purpose of a death mask.</p> <p>Generate and develop ideas through discussion whilst designing method of transport using simple mechanisms.</p> <p>Design an area for a cave person that is functional, purposeful and includes a simple electrical circuit.</p>	<p>Design a textile product that is functional, purposeful and uses a sewing pattern and printing blocks. Explain function and purpose</p> <p>Generate and discuss ideas whilst designing a form of punishment from history that uses measured wood and has holes.</p>	<p>Design a product that is appeals to individuals and uses frameworks.</p> <p>Use a computer design program design a computer controlled product.</p> <p>Design a product that is appeals to groups and uses frameworks using a range of materials.</p> <p>Design a produce that is innovative and appeals to individuals or groups and includes cutting out internal shapes</p>	<p>Create an exploded diagram to show a design of a savoury dish.</p> <p>Create a prototype to design a fairground ride that requires cutting wood accurately and using a glue gun.</p>
<p>Make</p> <p>Skills</p> <p>Structure</p> <p>Electricity / mechanisms</p> <p>Textiles</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture</p>	<p>Cut along straight lines, curved lines and shapes marked out by a template.</p> <p>Roll, fold, tear and cut paper and card.</p> <p>Create temporary joins, fixed joins, & moving joins.</p>	<p>Join using a running stitch and colour fabrics</p> <p>Decorate textiles</p> <p>Independently cut wood/dowelling using a hacksaw and bench hook</p> <p>Find ways to make stable, freestanding structures</p>	<p>Cut slots.</p> <p>Create simple joins with wood</p> <p>Include a simple electrical circuit in a product</p> <p>Use simple mechanical systems in products - levers / wheels and axles</p>	<p>Use given sewing patterns or printing blocks</p> <p>Use a wider range of stitches to join fabrics and choose the most appropriate</p> <p>Measure pieces and make holes in wood</p>	<p>Build frameworks using a range of materials</p> <p>Use appliqué to decorate by gluing, and stitching.</p> <p>Cut internal shapes.</p> <p>Use more complex mechanical systems in products</p>	<p>Use a glue gun with close supervision.</p> <p>Cut accurately to 1mm: strip wood, dowel & square section.</p> <p>Create own simple sewing pattern or printing block to use in design.</p>

	<p>when sitting at a table or sitting on the floor. (scissors, hole punches, staplers, pva glue, masking tape) Make a product with its purpose in mind, using a variety of resources (junk modelling using boxes and tubes, playdough, clay and loose parts) Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function (carrying scissors safely, planning using builders permits and carrying out building or creating of designs using junk modelling and resources in creative area, build a bridge for the gingerbread man)</p> <p><u>Fine Motor Skills ELG</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Use a simple circuit in a model</p> <p>Use simple mechanisms in products</p>			<p>Use simple mechanical systems in products - pulleys, cams or gears</p> <p>Use a computer program to produce a repeating pattern</p>	<p>Use a computer program to control products</p>	<p>Select the most appropriate way to join or secure materials</p> <p>Include an electrical circuit that produces more than one outcome</p>
--	--	---	--	--	--	---	---

Evaluate		Say what they like and do not like about existing products.	Say how well designs and products met the given design criteria.	<p>Explain strengths and weaknesses of existing products using a range of conjunctions and vocabulary - links to English</p> <p>Evaluate work against own design criteria.</p> <p>Discuss and describe well-known designers and inventors and their work - this is linked to the topic.</p>	<p>Explain strengths and weaknesses of existing products and explain how weaknesses could be improved.</p> <p>Discuss and describe well-known designers and inventors and their work - this is linked to the topic</p>	<p>Collect feedback from a small group to find out how to improve a product.</p> <p>Explore impact of well-known designers and inventors' products</p>	<p>Evaluate existing products in relation to their purpose and audience.</p> <p>Collect feedback from others to find out how to improve a product.</p>
Food		Use the right tools to peel, grate and chop.	<p>Understand requirements of a balanced diet.</p> <p>Read a simple scale to measure and weigh out ingredients.</p> <p>Understand that food comes from plants and animals</p>	<p>Understand all sections of the eat-well plate and why they differ in size.</p> <p>Weigh ingredients to an appropriate level of accuracy.</p> <p>Use the right tools to slice, mix, spread, bake and knead.</p>	Understand that food is processed into different ingredients around the world	<p>Understand how different foods are produced in different areas of the world.</p> <p>Understand that some foods are seasonal and give some examples.</p>	<p>Understand what different affects food types have on the body</p> <p>Select the appropriate tools to follow a given recipe to make a savoury dish.</p> <p>Estimate amount of ingredients to an appropriate level of accuracy.</p>
Vocabulary	Peel Grate Chop Mix Spread Bake Slice	Design Joins Measure Weigh Discuss	Tool Scale Portion Eat-well plate Decorate	Functional 'design for purpose' Cross-sectional Net Packaging Structure Outcome Gears, levers, cams Technique Strength / weakness Criteria	Evaluate Produce Designers Inventors Sequence Hand-drill Dowelling 'printing blocks' Stitches	Innovate Appeal Text Graphics Frameworks Corrugated Applique Internal Complex Pulley Linkages Delay Sensor Audience Seasonal Peer feedback	Prototype Exploded diagram Supervision Screwdriver Feedback Affects Impact Savoury In relation

Enrichment activities.		Parent workshop to support in autumn term with opportunities for outdoor learning.		Parent workshop to support in autumn term.	Parent workshop to support in autumn term.	After school club - Cooking	After school club - Cooking
------------------------	--	--	--	--	--	-----------------------------	-----------------------------