

Skill Area	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Designing</p>	<p>Manipulating materials to produce a planned effect.</p> <p>Chooses particular colours for a purpose.</p>	<p><u>Year 1</u></p> <p>Stating what they make, what it is for.</p> <p>Communicate ideas by talking and drawing.</p> <p>Use simple design criteria to develop ideas.</p>	<p><u>Year 3</u></p> <p>Gathering information about wants and needs.</p> <p>Describe the purpose of their products and the intended user.</p>	<p><u>Year 5</u></p> <p>Carrying out research using surveys, interviews, web-based resources, etc.</p> <p>Work confidently in a range of contexts, e.g. home, school, leisure, industry, wider environment.</p>
		<p><u>Year 2</u></p> <p>Using knowledge of existing products.</p> <p>Modelling ideas and exploring materials and components.</p> <p>Say how their products will work and how they will make them suitable for users.</p>	<p><u>Year 4</u></p> <p>Developing their own design criteria and using them to inform their ideas.</p> <p>Indicate design features that will appeal to intended users.</p>	<p><u>Year 6</u></p> <p>Identifying the needs, wants, preferences and values of particular individuals and groups.</p> <p>Explain how particular parts of their products work.</p>
<p>Making</p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Selects and uses simple tools.</p>	<p><u>Year 1</u></p> <p>Plan by suggesting what to do next.</p> <p>Select tools and explain choices.</p> <p>Be safe and hygienic.</p> <p>Measure, mark out, cut and combine.</p>	<p><u>Year 3</u></p> <p>Select suitable tools and materials and explain in relation to techniques.</p> <p>Order the main stages of making.</p> <p>Assemble and join components with some accuracy. Use a range of finishing techniques from art and design.</p>	<p><u>Year 5</u></p> <p>Use wider range of materials and components, e.g. textiles, food, mechanical, electrical</p> <p>Improved accuracy with learnt skills.</p> <p>Use techniques that involve a number of steps.</p>
		<p><u>Year 2</u></p> <p>Select from a range of tools and materials and explain choices.</p> <p>Finish using art techniques.</p>	<p><u>Year 4</u></p> <p>Explain choices of materials according to functional properties and aesthetic qualities.</p>	<p><u>Year 6</u></p> <p>Use wider range of materials and components, e.g. textiles, food, mechanical, electrical</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>

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<p>Evaluating</p>	<p>Constructs with a purpose in mind. Adapts work where necessary.</p> <p>Confidently speaks about wants and needs, interests and opinions.</p>	<p><u>Year 1</u></p> <p>Talk about design ideas and what they are making.</p> <p>Make simple judgements about their product.</p> <p>Explore: what products are, what they are for,</p>	<p><u>Year 3</u></p> <p>Identify strengths and areas for development in their products.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Explore: how products are designed, made, what materials and components are used, how well they work</p>	<p><u>Year 5</u></p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Evaluate the manufacture and fitness for purpose of their products as they design and make.</p> <p>Explore: how much products cost to make, how sustainable the materials are</p>
		<p><u>Year 2</u></p> <p>Suggest how their products can be improved.</p> <p>Make simple judgements about their product using design criteria.</p> <p>Explore: who products are for, what materials they are made from, how they work, where they might be used</p>	<p><u>Year 4</u></p> <p>Identify strengths and areas for development in their ideas and products.</p> <p>Refer to design criteria as they design and make.</p> <p>Explore: who/where/when designed a product, how well does it achieve its purpose, can it be recycled?</p>	<p><u>Year 6</u></p> <p>Critically evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Explore: how innovative the products are, what impact they have beyond their intended purpose</p>

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<p>Technical Knowledge-Cooking and nutrition</p>	<p>Begin to understand some food preparation tools, techniques and processes</p> <p>Practise stirring, mixing, pouring, blending</p> <p>Discuss how to make an activity safe and hygienic</p> <p>Discuss use of senses Understand need for variety in food</p> <p>Begin to understand that eating well contributes to good health</p>	<p><u>Year 1</u></p> <p>To learn how to use the Eatwell Guide and know that foods can be sorted into five groups.</p> <p>To follow simple recipe instructions, either in simple sentences or using pictures/modelling.</p> <p>To take part in simple clearing up tasks.</p> <p>To use the claw grip to cut soft foods using a serrated vegetable knife.</p> <p>To use the bridge hold to cut harder foods using a serrated vegetable knife.</p> <p>To peel soft vegetables using a ‘Y’ peeler.</p> <p>To assemble and arrange cold ingredients.</p>	<p><u>Year 3</u></p> <p>To learn key skills such as weighing, sieving, rolling, shaping</p> <p>To learn about classes cultures through food and cooking.</p> <p>To be experimental and try a range of new foods from around the world.</p> <p>To follow more complicated recipes with a wider range of ingredients.</p>	<p><u>Year 5</u></p> <p>To plan a healthy meal and a day’s meal plan independently.</p> <p>To understand how to plan a meal while using a budget.</p> <p>To use knowledge of the Eatwell guide to ensure meals have all the foods groups in.</p> <p>To use recipe books to help find ideas. To confidentially use a range of equipment such as knives, peelers, graters, blenders independently.</p>
		<p><u>Year 2</u></p> <p>To understand how to measure food using measuring jugs</p> <p>To understand what seasons certain food grow in and where in the world.</p> <p>To learn some simple recipes using seasonal fruit and vegetables.</p> <p>To cut food into evenly sized pieces.</p> <p>To become more confident when using a knife and peeler independently.</p>	<p><u>Year 4</u></p> <p>To learn about traditional British dishes</p> <p>To use the bridge hold to cut harder foods using a serrated vegetable knife.</p> <p>To explore different ingredients, making suggestions for recipes.</p> <p>To know how to plan and shop for a meal with some support.</p>	<p><u>Year 6</u></p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>To learn the basics of kneading</p>

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<p>Technical Knowledge-Textiles</p>	<p>Begin to explore weaving and threading techniques using threading, lacing and weaving boards</p> <p>With support, begin to match and group materials based on their colour or texture</p>	<p><u>Year 1</u></p> <p>Match and group materials based on their colour or texture</p> <p>With support, thread a large-eyed safety needle using thicker thread e.g. wool</p> <p>Learn and begin to use simple stitches e.g. running stitch, with support</p> <p>With support, join two pieces of fabric together using glue</p>	<p><u>Year 3</u></p> <p>Identify different forms of textiles e.g. felt, cotton, hessian, binca</p> <p>With support, thread smaller-eyed needles using finer thread</p> <p>Learn and begin to use a wider variety of stitches e.g. cross stitch and blanket stitch, with support</p> <p>Stitch directly onto fabric, following a pattern or design</p> <p>With support, cut and shape fabric, following a pattern or design</p> <p>With support, join two pieces of fabric together using taught stitching methods</p> <p>Gather and pad a range of fabrics and textiles</p>	<p><u>Year 5</u></p> <p>Show a developed awareness of different fabrics and textiles, including the potential uses of given materials</p> <p>Cut and shape fabric, with increasing accuracy and independence</p> <p>With support, begin to experiment with applique and embroidery techniques</p> <p>Experiment using batik techniques to decorate different fabrics and textiles using more than one colour</p> <hr/> <p><u>Year 6</u></p> <p>Show a developed awareness of different fabrics and textiles, making decisions as to their use in a given project</p> <p>With confidence, thread different grades of needles using a variety of threads</p> <p>Creatively use a number of different taught stitches to produce different patterns, designs and textures, following a plan or design</p> <p>Cut and shape fabric, following more complex patterns or designs</p> <p>Gather, pad and quilt fabric and textiles</p> <p>Design, plan and decorate a final art work/outcome, demonstrating experience in combining taught techniques</p> <p>Experiment with applique and embroidery techniques, working directly onto fabric</p> <p>Work collaboratively on a large scale</p>
		<p><u>Year 2</u></p> <p>Begin to identify different forms of textiles e.g. felt, cotton, hessian, binca</p> <p>With increasing independence, thread a large-eyed safety needle using thicker thread e.g. wool</p> <p>Learn and begin to use simple stitches e.g. running stitch, over stitch and back stitch, with support</p> <p>Begin to free stitch onto some fabrics e.g. felt</p>	<p><u>Year 4</u></p> <p>Show a developed awareness of and name a range of different fabrics and textiles</p> <p>Cut and shape fabric, following a pattern or design</p> <p>Explore simple weaving techniques to create a pattern, showing an understanding of the process</p>	

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<p>Technical Knowledge- Electrics</p>		<p><u>KS1</u></p>	<p><u>Lower KS2</u></p>	<p><u>Year 5</u> To learn how to make a circuit. To learn how to work together to solve problems.</p>
				<p><u>Year 6</u></p>
<p>Technical Knowledge- Construction</p>	<p>To begin to use a range of construction equipment to create models both inside and outside. To use recycled materials to construct models.</p>	<p><u>Year 1</u> Begin to measure and join materials, with some support such as felt, paper and cardboard. Suggest ways to make material/product stronger</p>	<p><u>Year 3</u> To explore how to make structures stronger and more stable. To discuss and experiment with strengthening and reinforcing materials. To select from and accurately use a selection of tools and materials to make a bridge, following a unified design</p>	<p><u>Year 5</u></p>
		<p><u>Year 2</u> To know how to carry out research before designing and constructing. To use a range of materials and tools for cutting, shaping and joining. To select construction materials based on their characteristics e.g. strength or appearance.</p>	<p><u>Year 4</u> To confidently explain why a certain material has been chosen for the project. To understand properties of materials and which materials would be a good choice for the project. To confidently use a wide a range of tools and equipment independently and to know which tools are needed for each element of construction.</p>	<p><u>Year 6</u></p>