

Objectives:

Design

1. design purposeful, functional, appealing products for themselves and other users based on design criteria
2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

5. explore and evaluate a range of existing products
6. evaluate their ideas and products against design criteria

Technical knowledge

7. build structures, exploring how they can be made stronger, stiffer and more stable
8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

9. use the basic principles of a healthy and varied diet to prepare dishes
10. understand where food comes from.

Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluating processes and products		Food and nutrition	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</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 they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch 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>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely 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 evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about</p> <p>Products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about</p> <p>Products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as</p> <p>Cutting, peeling and grating.</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>

How we achieve these

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Magnificent Me</p> <p>Create our own Supertato</p> <p>Design a wand</p>	<p>Theme: Winter Wonderland</p> <p>Christmas Decoration and card</p>	<p>Theme:</p>	<p>Theme: Spring into Spring</p> <p>Planting</p> <p>Making a fruit salad</p>	<p>Theme:</p>	<p>Theme: Under the sea-</p> <p>Build structure with moving parts</p> <p>Evaluate design</p>
<p>NC Reference: D2, M3, M4, E6</p>	<p>NC Reference: D1, M4, E6</p>	<p>NC Reference:</p>	<p>NC Reference: D1, M3, M4, E6, C9, C10</p>	<p>NC Reference:</p>	<p>NC Reference: D2, M3, M4, E6, T8</p>
<p>Skills: Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and</p>	<p>Skills: Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>Skills:</p>	<p>Skills: Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p>	<p>Skills:</p>	<p>Skills: Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p>

<p>drawings. Make templates and mock ups of their ideas in card and paper or using ICT. Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</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>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Begin to make their design using appropriate techniques.</p> <p>Explore using tools e.g. scissors and a hole punch 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>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>		<p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to make their design using appropriate techniques.</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>		<p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch 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>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>
<p>Vocabulary: Design, imagine, stick, Create, thick, thin, Sketch, Cut, Glue, Create, Colour</p> <p>Observation, Differences, Similarities, Brief, Designer, Designing, repeating, Line, Shape, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, Measure, design specification, foil, strong, fasten, cardboard, metal, sandpaper – textile, cloth, soft, rough, card, loop, glue, sort, evaluate, evaluation,</p>	<p>Vocabulary: Repeating, Differences, Similarities, Measure, wool, textile, cloth, loop, fabric, material.</p> <p>Observation, , Brief, Design, Designer, Designing, , thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, , Glue, flexible, warm, wrap, paperclip, design specification, cotton, foil, net, linen, waterproof, soft, rough, card, glue, sort, evaluate, comfortable, sample, evaluation</p>	Vocabulary:	<p>Vocabulary: Planting, Diet, taste, estimate, flatten, mash, skin, healthy, Nutritious, peel.</p> <p>Frozen, pips, dried, canned, sweet, sour, bitter, tangy, spread, scoop, slice, stones, core, sharp, specification, texture: soft, smooth, firm, bowl (of spoon) prongs ingredients, measure, chewy, crunchy, crisp, (of fork), smoothly, lumpy compare, evaluate, nutrient, Balanced diet</p>	Vocabulary:	<p>Vocabulary: Design, fastener, Structure, strong, stiff, stable, purpose, evaluate, joint, move, puppet</p> <p>Observation, Differences, Similarities, Brief, Designer, Designing, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Measure, Glue, Picture, image, speech bubble mechanism, lever, pivot, wheel, disk, centre paper curve bigger, smaller</p>

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme: Christmas decorations/cards</p>	<p>Theme: Great Fire of London – building houses</p>	<p>Theme: Africa – Making jeeps</p>		<p>Theme: Castles, Knights & Dragons – Making a medieval buffet</p>
	<p>NC Reference: D1, D2, M3, M4, E5</p>	<p>NC Reference: D1, D2, M3, M4, E6, T7</p>	<p>NC Reference: D1, D2, M3, M4, E6, T7, T8</p>		<p>NC Reference: D1, D2, M4, E6, C9, C10</p>
	<p>Skills: Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Begin to select tools and materials; use correct vocabulary to name and</p>	<p>Skills: Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>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</p>	<p>Skills: Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>With help measure, cut and score with some</p>		<p>Skills: Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Begin to select tools and materials; use correct vocabulary to name and</p>



	<p>describe them</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Evaluate their work against their design criteria.</p>	<p>accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Evaluate their work against their design criteria.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them</p>		<p>describe them.</p> <p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p> <p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>
	<p>Vocabulary: Observation, design, thick, thin, shape, colour, sculpture, manipulate</p> <p>Differences, Similarities, Brief, Designer, Designing, repeating, Sketch, Line, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Measure, Glue,</p>	<p>Vocabulary: Brief, designing, joins, layer, structure, tools, technique, shaping, construct, join</p> <p>Observation, Differences, Similarities, Design, Designer, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Measure, Glue, Fold lid, Side, corners , Smudge/blend Tone, types of paint: Acrylic, water colour etc. Brush mark, , Printing, Manipulate, rolling, Kneading, , texture, , , Natural Man made, slip, form Strength, Stability mass structure</p>	<p>Vocabulary: Measure, axels, characteristics, model, dowels, chassis, pattern</p> <p>Observation, Differences, Similarities, Brief, Design, Designer, Designing, repeating, thick, thin, Sketch, Line, Shape, Colour, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint Cut, Glue, Construct, Join, Natural Man made, slip, form Strength, Stability mass structure, Mechanism Levers, sliders, wheel, Machine, Materials, knot Natural, Malleable, Recycled Care, ,</p>		<p>Vocabulary: Nutrient, healthy, nutritious, balanced diet, carbohydrates, fat, ingredients, tasting, mass production, organic</p>