



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

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

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