



| YR | Developing, planning and communicating ideas.   | Working with tools, equipment, materials and components to make quality products (including food)  | Evaluating processes and products  |
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| 4  | <ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which they are designing</li> <li>Make labelled drawings from different views showing specific features</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>Evaluate products and identify criteria that can be used for their own designs</li> </ul> | <ul style="list-style-type: none"> <li>Select appropriate tools and techniques for making their product</li> <li>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>Join and combine materials and components accurately in temporary and permanent ways</li> <li>Sew using a range of different stitches, weave and knit</li> <li>Measure, tape or pin, cut and join fabric with some accuracy</li> <li>Use simple graphical communication techniques</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment</li> <li>Evaluate their products carrying out appropriate tests</li> </ul>   |
| 3  | <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting</li> <li>Explore, develop and communicate design proposals by modelling ideas</li> <li>Make drawings with labels when designing</li> </ul>   | <ul style="list-style-type: none"> <li>Select tools and techniques for making their product</li> <li>Measure, mark out, cut, score and assemble components with more accuracy</li> <li>Work safely and accurately with a range of simple tools</li> <li>Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage</li> <li>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>                    | <ul style="list-style-type: none"> <li>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> <li>Disassemble and evaluate familiar products</li> </ul>  |
| 2  | <ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> <li>Make simple drawings and label parts</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab' to name and describe them</li> <li>Measure, cut and score with some accuracy</li> <li>Use hand tools safely and appropriately</li> <li>Assemble, join and combine materials in order to make a product</li> <li>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene</li> <li>Choose and use appropriate finishing techniques</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>Talk about their ideas, saying what they like and dislike about them</li> </ul>   |
| 1  | <ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas</li> <li>Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make</li> <li>Model their ideas in card and paper</li> <li>Develop their design ideas applying findings from their earlier research</li> </ul>   | <ul style="list-style-type: none"> <li>Make their design using appropriate techniques</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Use tools e.g. scissors and a hole punch safely</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>Select and use appropriate fruit and vegetables, processes and tools</li> <li>Use basic food handling, hygienic practices and personal hygiene</li> <li>Use simple finishing techniques to improve the appearance of their product</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul> |
| R  | <ul style="list-style-type: none"> <li>To plan what they want to make.</li> <li>To use what they have learnt about media and materials in an original way</li> <li>To experiment with form and function</li> </ul>  | <ul style="list-style-type: none"> <li>To complete a jigsaw</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use tools when necessary, including a hole punch and scissors.</li> <li>To practise joining two materials together.</li> <li>To use a range of resources to create own props to aid role play.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To cut up food using a knife and fork</li> <li>To handle tools, objects, construction and malleable materials safely and with increasing control</li> </ul> | <ul style="list-style-type: none"> <li>To share their creations and be able to explain their choices</li> <li>To evaluate and change where necessary</li> </ul>  |