

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Food	Designing by	Designing	Designing	Designing			
	talking about	 Design appealing products for a 	• Generate and clarify ideas through discussion with		• Generate innovative ideas through research and discussion with peers and adults to		
	what they	particular user based on simple design	peers and adults to develop design criteria		develop a design brief and criteria for a design specification.		
	intend to do,	criteria.	including appearance, taste,	texture and aroma for an	• Explore a range of initial ideas, and make design decisions to develop a final product		
	are doing and	Generate initial ideas and design	appealing product for a particular user and		linked to user and purpose.		
	have done.	criteria through investigating a variety of	purpose.		• Use words, annotated sketches and information and communication technology as		
		fruit and vegetables.	Use annotated sketches ar	nd appropriate information	appropriate to develop and		
	Saying who	• Communicate these ideas through talk	and communication technol	ogy, such as web-based	 Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and 		
	and what	and drawings.	recipes, to develop and com				
	their products						
	are for.	Making	Making				
		• Use simple utensils and equipment to	• Plan the main stages of a r	ecipe, listing ingredients,	combine appropriate ingred		
	Drawing what	e.g. peel, cut, slice, squeeze, grate and	utensils and equipment.			ent the food product appropria	ately for the intended user
	they have	chop safely.	Select and use appropriate utensils and equipment to		and purpose.		,
	, made, with	• Select from a range of fruit and	prepare and combine ingredients.				
	some children	vegetables according to their	Select from a range of ingredients to make Evaluating				
	drawing their	characteristics e.g. colour, texture and	appropriate food products, thinking about sensory		• Carry out sensory evaluations of a range of relevant products and ingredients.		
	ideas before	taste to create a chosen product.	characteristics.		Record the evaluations using e.g. tables/graphs/charts such as star diagrams.		
	they make.				• Evaluate the final product with reference back to the design brief and design		
		Evaluating	Evaluating		specification, taking into account the views of others when identifying		
	Opportunities	• Taste and evaluate a range of fruit and	Carry out sensory evaluations of a variety of		improvements.		
	to make their	vegetables to determine the intended	ingredients and products. Record the evaluations		Understand how key chefs have influenced eating habits to promote varied and		
	own choices	user's preferences.	using e.g. tables and simple graphs.		healthy diets.		
	and to discuss	• Evaluate ideas and finished products	 Evaluate the ongoing work and the final product 				
	the reasons	against design criteria, including	with reference to the design criteria and the views of		Technical knowledge and understanding		
	for these.	intended user and purpose.	others.			and equipment including heat	sources to prepare and cook
					food.		
	Learning	Technical knowledge and	Technical knowledge and understanding		• Understand about seasonality in relation to food products and the source of		
	procedures	understanding	• Know how to use appropriate equipment and utensils		different food products.		
	for safety and	• Understand where a range of fruit and	to prepare and combine food.		• Know and use relevant technical and sensory vocabulary.		
	hygiene.	vegetables come from e.g. farmed or	 Know about a range of fresh and processed 				
		grown at home.	ingredients appropriate for their product, and				
	Developing	Understand and use basic principles of	whether they are grown, rea				
	practical skills	a healthy and varied diet to prepare	Know and use relevant technical and sensory				
	and	dishes, including how fruit and	vocabulary appropriately				
	techniques	vegetables are part of The Eatwell					
	using a range	Guide.					
	of materials	Know and use technical and sensory					
	including	vocabulary relevant to the project.					
Mechanisms	food, textiles	Designing	Designing	Designing	Designing	Designing	Designing
and systems	and	Generate ideas based on simple design	Generate initial ideas	Generate realistic ideas	Generate realistic and	Generate innovative	• Use research to develop
und systems	construction	criteria and their own experiences,	and simple design criteria	and their own design	appropriate ideas and their		a design specification for
	materials.	explaining what they could make.	through talking and using	criteria through discussion,	own design criteria	research using surveys,	a functional product that
		Develop, model and communicate	own experiences.	focusing on the needs of	through discussion,	interviews, questionnaires	responds automatically to
	Developing	their ideas through drawings and mock-	Develop and	the user.	focusing on the needs of	and web-based resources.	changes in the
	their		• Develop and communicate ideas	Use annotated sketches	the user.		environment. Take
	knowledge	ups with card and paper.			Use annotated sketches	Develop a simple design	
	_	Making	through drawings	and prototypes to develop,		specification to guide	account of
	and	Making	and mock-ups.		and prototypes to develop,	their thinking.	

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[]	understanding	• Plan by suggesting what to do next.		model and communicate	model and communicate	Develop and
	in relation to	 Plan by suggesting what to do next. Select and use tools, explaining their 	Making	ideas.	ideas.	• Develop and communicate ideas
	mechanisms,	choices, to cut, shape and join paper and	Select from and use a			through discussion,
	structures,	card.	range of tools and	Making	Making	annotated drawings
	food and	Use simple finishing techniques	equipment to perform	• Order the main stages of	• Order the main stages of	exploded
	textiles.	suitable for the product they are	practical tasks such as	making.	making.	drawings and drawi
	textiles.	creating.	cutting and joining to allow	Select from and use	Select from and use	from different views
	Exploring and		movement and	appropriate tools with	appropriate tools with	
	using a range	Evaluating	finishing.	some accuracy to cut,	some accuracy to cut and	Making
	of	• Explore a range of existing books and	Select from and use a	shape and join paper and	join materials and	Produce detailed I
	construction	everyday products that use simple	range of materials and	card.	components such as	tools, equipment an
	kits.	sliders and levers.	components such as	Select from and use	tubing, syringes and	materials. Formulat
	KILS.	Evaluate their product by discussing	paper, card, plastic and	finishing techniques	balloons.	by-step plans and, if
	Asking	how well it works in relation to the	wood according to their	suitable for the product	Select from and use	appropriate, allocat
	questions	purpose and the user and whether it	characteristics.	they are creating.	finishing techniques	within a team.
	about a range	meets design criteria.		they are creating.	suitable for the product	Select from and us
	-	ineets design criteria.	Evaluating	Evaluating	they are creating.	range of tools and
	of existing	Technical knowledge and	• Explore and evaluate a		they are creating.	-
	products.	Technical knowledge and understanding	range of products with	• Investigate and analyse books and, where	Evaluating	equipment to make products that that a
	Evoloring the	Explore and use sliders and levers.	wheels and axles.	available, other products	Investigate and analyse	accurately assemble
	Exploring the	 Understand that different mechanisms 	Evaluate their ideas	with lever and linkage	books, videos and	well finished. Work
	designed and made world			mechanisms.		within the constrain
		produce different types of movement.	throughout and their	Evaluate their own	products with pneumatic mechanisms.	
	through the indoor and	Know and use technical vocabulary	products		Evaluate their own	time, resources and
		relevant to the project.	against original criteria.	products and ideas against		Evoluating
	outdoor		Technical knowledge and	criteria and user needs, as	products and ideas against	Evaluating
	environment,		Technical knowledge and	they design and make.	criteria and user needs, as	Compare the final product to the origin
	and through		understanding		they design and make.	product to the original
	roleplay.		• Explore and use wheels,	Technical knowledge and	Technical Impulades and	design
	Loovaing and		axles and axle holders.	understanding	Technical knowledge and	specification.
	Learning and		Distinguish between	Understand and use	understanding	 Test products with intended user and c
	using		fixed and freely moving	lever and linkage	Understand and use	
	appropriate		axles.	mechanisms.	pneumatic mechanisms.	evaluate the quality
	technical		Know and use technical	Distinguish between	Know and use technical	design, manufactur
	vocabulary.		vocabulary relevant to the	fixed and loose pivots.	vocabulary relevant to the	functionality and fit
			project.	Know and use technical	project.	for purpose.
				vocabulary relevant to the		Consider the view
				project.		others to improve the
						work.
						Investigate famou
						manufacturing and
						engineering compar
						relevant to the proj
						Technical knowledg
						understanding
						• Understand that
						mechanical and elec
						systems
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nd	constraints including time,
e ideas	resources and cost.
ussion,	 Generate and develop
rawings,	innovative ideas and share
	and clarify these through
d drawings	discussion.
nt views.	Communicate ideas
	through annotated
	sketches,
etailed lists of	pictorial representations of
nent and	electrical circuits or
ormulate step-	circuit diagrams.
s and, if	en curt ungrunns.
allocate tasks	Making
n.	• Formulate a step-by-step
n and use a	plan to guide making,
ls and	
o make	listing tools, equipment, materials and
t that are sembled and	components.
	Competently select and accurately accomple
. Work	accurately assemble
onstraints of	materials, and securely
ces and cost.	connect electrical
	components to produce a
	reliable, functional
he final	product.
ne original	 Create and modify a
	computer control program
	to
cts with	enable an electrical
er and critically	product to work
quality of the	automatically
ufacture,	in response to changes in
and fitness	the environment.
ne views of	Evaluating
prove their	Continually evaluate and
	modify the working
famous	features of the product to
ng and	match the initial design
companies	specification.
he project.	• Test the system to
	demonstrate its
owledge and	effectiveness
ng	for the intended user and
d that	
and electrical	purpose.
	 Investigate famous inventors who developed
	inventors who developed



					 have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project. 	ground-breaking electrical systems and components. Technical knowledge and understanding • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Textiles	Designing	Designing	1	Designing	1	
	 Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. 	 Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 		 Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mockups and prototypes and, where appropriate, computer aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 		
	 Select from and use textiles according to their characteristics. 			 Evaluating Investigate and analyse textile products linked to their final product. 		
				Compare the final product to the original design specification.		
	 Evaluating Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. 	 Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 		 Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Technical knowledge and understanding A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. 		
	 Technical knowledge and understanding Understand how simple 3-D textile products are made, using a template to create two identical shapes. 	 Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. 		• Fabrics can be strengthen	ed, stiffened and reinforced w	here appropriate.

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	Understand how to join fabrics using	Know and use technical vo	cabulary relevant to the	
	different techniques e.g. running stitch,	project.		
	glue, over stitch, stapling.			
	• Explore different finishing techniques			
	e.g. using painting, fabric crayons,			
	stitching, sequins, buttons and ribbons.			
	Know and use technical vocabulary			
	relevant to the project.			Destada
Structures		Designing	Designing	Designing
		Generate ideas based on	Generate realistic ideas and design criteria	Generate realist
		simple design criteria	collaboratively through discussion, focusing on the	collaboratively the
		and their own experiences,	needs of the user and purpose of the product.	needs of the user
		explaining what they	Develop ideas through the analysis of existing	purposes of the p
		could make.	products and use annotated sketches and	Develop ideas the second
		• Develop, model and	prototypes to model and communicate ideas.	shell structures ar
		communicate their ideas	Making	model and comm
		through talking, mock-ups	Making	Making
		and drawings.	Order the main stages of making. Select and use appropriate tools to measure mark	• Plan the order o
		Making	• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some	
		MakingPlan by suggesting what		 Select and use a measure, mark out
		to do next.	explain their choice of materials according to	assemble with sor
		Select and use tools,	functional properties and aesthetic qualities.	Explain their cho
		skills and techniques,	Use finishing techniques suitable for the product	functional propert
		explaining their choices.	they are creating.	Use computer-g
		Select new and		suitable for the pr
		reclaimed materials and	Evaluating	
		construction kits to build	 Investigate and evaluate a range of existing shell 	Evaluating
		their structures.	structures including the materials, components	 Investigate and
		Use simple finishing	and techniques that have been used.	structures includir
		techniques suitable for the	Test and evaluate their own products against	and techniques th
		structure they are creating.	design criteria and the intended user and purpose.	Test and evaluat
				design criteria and
		Evaluating	Technical knowledge and understanding	
		• Explore a range of	Develop and use knowledge of how to construct	Technical knowle
		existing freestanding	strong, stiff shell structures.	Develop and use
		structures	• Develop and use knowledge of nets of cubes and	cuboids and, when
		in the school and local	cuboids and, where appropriate, more complex 3D	shapes.
		environment e.g. everyday	shapes.	Develop and use
		products and buildings.	• Know and use technical vocabulary relevant to the	strong, stiff shell s
		• Evaluate their product by	project.	Know and use te
		discussing how well it		project.
		works in relation to the		
		purpose, the user and		
		whether it meets the		
		original design criteria.		
		Technical knowledge and		

stic ideas and design criteria hrough discussion, focusing on the er and the functional and aesthetic product.

through the analysis of existing and use computer-aided design to municate ideas.

of the main stages of making. appropriate tools and software to out, cut, score, shape and ome accuracy.

hoice of materials according to erties and aesthetic qualities. -generated finishing techniques product they are creating.

d evaluate a range of shell ding the materials, components that have been used.

nate their own products against nd the intended user and purpose.

ledge and understanding

se knowledge of nets of cubes and here appropriate, more complex 3D

ise knowledge of how to construct I structures.

technical vocabulary relevant to the



	Know how to make	
	freestanding structures	
	stronger, stiffer and more	
	stable.	
	Know and use technical	
	vocabulary relevant to the	
	project.	

