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| **Reception** | **ELG:** Creating with Materials: Children at the expected level of development will: -  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.  Textiles:   * I can explore different fabrics. * I can experience cutting and joining fabrics. * I can gain some experience of talking about the user and purpose of products.   Food:   * I can explore common fruit and vegetables. * I can experience sensory activities i.e. appearance, taste and smell. * I can experience cutting soft fruit and vegetables using appropriate utensils.   Mechanisms:   * I can experience assembling vehicles with moving wheels using construction kits. * I can explore moving vehicles through play. * I can experience using construction kits to build walls, towers and frameworks. * I can gain some experience of designing, making and evaluating products for a specified user and purpose. * I can experience working with paper and card to make simple flaps and hinges. * I can experience simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape using paper and card. * I can experience using hole punches. | | | | |
| **End of phase goal** | **Design** | **Make (mechanisms: levers, sliders, wheels and axles)** | **Evaluate** | **Technical Knowledge** | **Cooking and nutrition** |
| **KS1** | I can make a simple plan with sketches.  I can say what an effective product is and use this in my design (why it works well, why it looks good).  I can talk about my ideas. | I can make a product with moving parts including different levers and slides with support.  I can cut and join selected materials by myself.  I can make and strengthen joins with an increasing number of materials including card, paper, fabric.  I can cut and measure materials to use in my own model.  I can make a moving product with wheels and axles. | I can say what I like and dislike about the model/example.  I can explain what went well when making my product referring to the function.  I can suggest ways to improve my product.  I can suggest ways to make my model stronger or more stable. | I can use the following vocabulary:  Mechanism, lever, slider, slot, guide/bridge  Applique, sew, seam, template, join decorate, material, fabric  Cut, fold, join, fix, structure, reinforce, stiffen, reinforce, join, material, strength,  vehicle, wheel, axle, axle holder, chassis, mechanism,  Fruit, salad, kebab, peel, cut, slice | I can use cutting and grating skills with support.  I can prepare a simple healthy snack.  I can show an understanding of where food comes from.  I can explain how to be hygienic.  I can prepare a dish using a range of cooking skills. |
| **End of phase goal** | **Design** | **Make (gears, pulleys, cams, levers and linkages)** | **Evaluate** | **Technical Knowledge** | **Cooking and nutrition** |
| **Y4** | I can experiment with a range of materials before making my product.  I can label detailed sketches and discuss my ideas.  My planning is linked to the use of materials available. | I can use a greater range of tools independently to cut and join materials independently.  I can use a wider range of materials.  I can use the following mechanism as part of my product: levers and linkages.  I can understand and use electrical systems in my product. | I can evaluate the appearance and function against set criteria.  I can improve my work from feedback and suggest improvements to my work and that of others.  I can name famous designers linked to my topic and a famous piece of design. | I know and can use the following vocabulary:  Fabric, fastening, applique, template, stitch, seam, aesthetic  reinforce, aesthetic, material, cut, shape, join, moulding, stiffen, material, 3d shapes, scoring, shell structure, join  mechanism, lever, linkage, pivot, slot, guide/bridge  circuit, conductor, insulator, connection, battery, bulb, wire, crocodile clip  appearance, texture, sensory evaluation, hygienic | I can safely prepare a simple dish.  I can say where the ingredients come from.  I can say how the foods were grown or reared.  I can explain a healthy and varied diet. |
| **End of phase goal** | **Design** | **Make (gears, pulleys, cams, levers and linkages)** | **Evaluate** | **Technical Knowledge** | **Cooking and nutrition** |
| **KS2** | I can use research and develop design criteria.  I can label detailed sketches to explain my ideas.  I can create functional products fit for purpose.  I can use diagrams and cross-sectional sketches. | I can use a greater range of tools independently to cut, join, shape and finish materials independently.  I can use a wide range of materials confidently and independently.  I can use the following mechanism as part of my product: cams, followers | I can investigate the development of famous design and existing products.  I can evaluate the appearance and function against set criteria.  I can name famous designers linked to my topic and a famous piece of design. I can understand how their design helped to shape the world. | I know and can use the following vocabulary:  seam, right side, wrong side, template, stitches, aesthetic  mechanical systems, rotary motion, oscillating motion, reciprocating motion, cams, followers, lever, slider, saw, glue gun, appeal, aesthetic, annotated sketches, cross-sectional sketches  electrical systems, circuit, switches, components, flowchart, input device, output device  Ingredients, fat, sugar, carbohydrate, protein, vitamins, varied, dairy, allergy, savoury, utensils  Frame structure, reinforce, triangulation, stability | I can safely prepare a simple savoury dish using different cooking techniques.  I can say how the foods were caught and processed. |