

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goals http://www.hawkesley.bham.sch.uk/Early. Years/ Expressive arts and design	NC Objectives	Pupils must be taught to <u>Design</u> - purposeful, functional, appealing products for themselves and other users based on design criteria. -Generate, develop, model and communicate their ideas through talking, drawing, templates, mack-ups and, where appropriate, information and communication technology. <u>Makes-Select from</u> and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]Select from and use a wide range of materials and components, including construction materials and components, including construction materials textiles and ingredients, according to their characteristics. <u>Evaluate</u> -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria. <u>Technical knowledge</u> -Build structures, exploring how they can be made stronger, stiffer and more stable. -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <u>Coaking and nutrition</u> -Use the basic principles of a healthy and varied diet to prepare dishes. -Understand where [god comes from.		When designing and making, pupils should be taught to: Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit purpose, simed at particular individuals or groups. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and explode diagrams, prototypes, partern pieces and computer-aided design. -Make-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joir and finishing], accurately. -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate-Investigate and analyse a range of existing products. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -Understand how key events and individuals in design and technology have helped shape the world. -Understand and use enechanical systems in their products [for example, geries circuits incorporating switches, bubbs, buzzers ar motors]. -Apply their understanding of computing to program, monitor and control their products. Cooking and nutrition-Understand and apply the principles of a healthy and varied det. -Prepare and cook a variety of ingredients arge of cooking techniques. -Understand and use electrical systems in their products in a control their products. Cooking and nutrition-Understand			
Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories	Designing KS1 Design - purposeful, functional, appealing products for themselves and other users based on during repeating being repeating communicate their ideas through talking, drawing, templates, mack-ups and, where appropriate, information and communication technology KS2 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed are particular individuols or groups cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	 Use own ideas to design something and describe how their own idea works. Design a product which moves. Explain to someone else how they want to make their product and make a simple plan before making. 	Think of an idea and plan what to do next. • Explain why they have chosen specific textiles. Design and make a building for a City Centre • Think of an idea and plan what to do next.	 Prove that a design meets a set criteria. <u>Chocolate recipes</u> Design a product and make sure that it looks attractive. <u>Structures</u> Choose a material for both its suitability and its appearance. <u>Design and make disaster safe shelter for an earthquake</u> 	 All Units Use ideas from other people when designing. Produce a plan and explain it. Persevere and adapt work when original ideas do not work. Communicate ideas in a range of ways, including by sketches and drawings which are annotated. 	 All Units Produce a detailed, step-by-step plan. Textiles- Make a cushion for a rocket Explain how a product will appeal to a specific audience. Mechanisms: Moving Car Toy Come up with a range of ideas after collecting information from different sources. Explain how a product will appeal to a specific audience. Design a product that requires pulleys or gears. 	 All units Follow and refine original plans. Justify planning in a convincing way. Show that culture and society is considered in plans and designs. <u>Textiles: make a bag</u> Use market research to inform plans and ideas.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function	Naking KS Select from and use a range of tools and equipment to perform proticial tasks [for example, cuiting, shaping, joining and finshing] astect from and use a used component, including construction materials, textiles and ingredients, according to their characteristics. KS2 Select from and use a wider range of tools and equipment to perform promotion use for wider range of tools and equipment to perform promotion use for wider range of tools and equipment to perform promotion use for shaping, joining and finishing, accurately select from and use a wide range of materials and components, including construction meterials, textiles and ingredients, accurately autotics.	 All Units Choose appropriate resources and tools. Moving toy Use own ideas to make something. Make a product which moves. Make a sandwich Use own ideas to make something. Puppet Make a product which moves. Use own ideas to make something. 	 Make a cape Choose tools and materials and explain why they have chosen them. Design and make a building for a City Centre Join materials and components in different ways. Measure materials to use in a model or structure. 	All Units Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and techniques for a given task. Recipes Make a product which uses both electrical and mechanical components. Structures -Make stone age/bronze age village Work accurately to measure, make cuts and make holes. -Design and make disaster safe shelter for an earthquake	 <u>Healthy meal</u> Know which tools to use for a particular task and show knowledge of handling the tool. <u>Textiles</u> Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Measure accurately. 	 All Units Use a range of tools and equipment competently. Mechanisms: <u>Moving Car Toy</u> Make a product that relies on pulleys or gears. Make a prototype before making a final version. 	 All units Know which tool to use for a specific practical task. Know how to use any tool correctly and safely. Know what each tool is used for. Explain why a specific tool is best for a specific action.
Share their creations, explaining the process they have used.	Evaluating KSI Equiper and evolute a range of existing products evolute their ideas and products against design criterio. KS2 Investigate and analyse o range of existing products evolute their lideas and products against their own design criterion and consider the views of athers to impose their work understand how key understand biokakin in design and technology how helped shape the world.	 <u>Moving toy</u> Describe how something works. Explain what works well and not so well in the model they have made. 	Explain what went well with their work.	 accurately to measure, make cuts and make tots and make holes. Explain how to improve a finished model. Know why a model has, or has not, been successful. 	 Evaluate products for both their purpose and appearance. Present a product in an interesting way. Structure: Musical Instruments Evaluate and suggest improvement s for design. Explain how the original design has been improved. Textiles Evaluate and suggest improvement s for design. 	 Evaluate appearance and function against original criteria. Mechanisms: Moving Car Toy Suggest alternative plans; outlining the positive features and draw backs. 	 Know how to test and evaluate designed products. Evaluate product against clear criteria. <u>Food Tech:</u> Explain how products should be stored and give reasons.

Share their creations.	Taskaslassi	Marilantari	Design and used	Design and make	Charles Marrie 1	Marchaniana	Tautilaa
	Technology	- Moving toy	Design and make a	Design and make	Structure: Musical	Mechanisms:	Textiles:
explaining the process	Knowledge KS1 Build structures,	 Make their 	building for a City	disaster safe	Instruments	Moving Car Toy	
they have used.	exploring how they can	own model	Centre	shelter for an	 Links scientific 	 Links 	-Structure:
	be made stronger, stiffer and more stable	stronger.	Make a	earthquake	knowledge by	scientific	
Make use of props and	explore and use mechanisms (for		model	 Know how to 	using lights,	knowledge	 Use electrical
materials when role	example, levers, sliders,		stronger	strengthen a	switches or	to design by	systems
playing characters in	wheels and axles], in their products.		and more	product by	buzzers.	using pulleys	correctly and
narratives and stories			stable.	stiffening a	 Use electrical 	or gears.	accurately to
	KS2 Apply their		 Use wheels 	given part or	systems to	Ū	enhance a
	understanding of how to strengthen, stiffen and		and axles,	reinforce a	enhance the		given product.
	reinforce more complex structures		when	part of the	quality of the		Use
	understand and use mechanical systems in		appropriate	structure.	product.		knowledge to
	their products [for		to do so.		p		improve a
	example, gears, pulleys, cams, levers and			Structures			made product
	linkages] understand and use			Know how to			by
	electrical systems in their			strengthen a			strengthening,
	products [for example, series circuits			product by			stiffening or
	incorporating switches, bulbs, buzzers and			stiffening a			reinforcing.
	motors]			given part or			rennoreing.
	apply their understanding of			0 1			
	computing to program, monitor and control their			reinforce a			
	products.			part of the			
				structure.			
(Guidance from hirth -	Food	-Make a sandwich	Healthy Fruit salad	Chocolate recipes	Healthy meal	-Food Tech: bake	Food Tech: W/W/2
(Guidance from birth –	Food	- <u>Make a sandwich</u>	Healthy Fruit salad	Chocolate recipes	Healthy meal	- <u>Food Tech: bake</u>	Food Tech: WW2
(Guidance from birth – 5)	Food Technology KS1 Use the basic	Cut food	• Weigh	Describe	Know how to	bread	rations design and
5)	Technology KS1 Use the basic principles of a healthy		 Weigh ingredients 	Describe how food	Know how to be both	bread ● Be both	rations design and make a meal with
5) Describes a range of	Technology KS1 Use the basic principles of a healthy and varied diet to prepare dishes	Cut food	• Weigh ingredients to use in a	 Describe how food ingredients 	 Know how to be both hygienic and 	bread ● Be both hygienic and	rations design and make a meal with rations
5) Describes a range of different food textures	Technology KS1 Use the basic principles of a healthy and varied diet to	Cut food	 Weigh ingredients to use in a recipe. 	Describe how food ingredients come	 Know how to be both hygienic and safe when 	bread Be both hygienic and safe in the	rations design and make a meal with rations • Explain how
5) Describes a range of different food textures and tastes when cooking	Technology KS1 Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from	Cut food	• Weigh ingredients to use in a	 Describe how food ingredients 	 Know how to be both hygienic and 	bread ● Be both hygienic and	rations design and make a meal with rations • Explain how food
5) Describes a range of different food textures and tastes when cooking and notices changes	Technology KS1 Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from	Cut food	 Weigh ingredients to use in a recipe. 	 Describe how food ingredients come together. Weigh out 	 Know how to be both hygienic and safe when 	bread Be both hygienic and safe in the	rations design and make a meal with rations • Explain how food ingredients
5) Describes a range of different food textures and tastes when cooking and notices changes when they re combined	Technology KS1 Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from KS2 Understand and apply the principles of a healthy and varied diet	Cut food	 Weigh ingredients to use in a recipe. Describe 	 Describe how food ingredients come together. 	 Know how to be both hygienic and safe when using food. 	bread Be both hygienic and safe in the kitchen.	rations design and make a meal with rations • Explain how food ingredients should be
5) Describes a range of different food textures and tastes when cooking and notices changes when they re combined or exposed to hot and	Technology KS1Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from KS2 Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly	Cut food	 Weigh ingredients to use in a recipe. Describe the 	 Describe how food ingredients come together. Weigh out 	 Know how to be both hygienic and safe when using food. Bring a 	 bread Be both hygienic and safe in the kitchen. Know how to 	rations design and make a meal with rations • Explain how food ingredients should be stored and
5) Describes a range of different food textures and tastes when cooking and notices changes when they re combined	Technology KSL Use the basic principles of a healthy and wried diet to prepare diabes understand where food comes from KS2 Understand and apply the principles of a healthy and varied diet prepare and cok a variety of predominantly source from	Cut food	 Weigh ingredients to use in a recipe. Describe the ingredients 	 Describe how food ingredients come together. Weigh out ingredients 	 Know how to be both hygienic and safe when using food. Bring a creative 	 bread Be both hygienic and safe in the kitchen. Know how to prepare a 	rations design and make a meal with rations • Explain how food ingredients should be
5) Describes a range of different food textures and tastes when cooking and notices changes when they re combined or exposed to hot and cold temperatures	Technology KSL Use the basic principles of a healthy and wried diet to prepare diabes understand where food comes from KS2 Understand and apply the principles of a healthy and varied diet prepare and cok a variety of predominantly saroury diabes using a range of cooking techniques	Cut food	 Weigh ingredients to use in a recipe. Describe the ingredients used when 	 Describe how food ingredients come together. Weigh out ingredients and follow a 	 Know how to be both hygienic and safe when using food. Bring a creative element to 	 bread Be both hygienic and safe in the kitchen. Know how to prepare a meal by 	rations design and make a meal with rations • Explain how food ingredients should be stored and
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