



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing							
Understanding contexts, users and purposes	Say whether their product is for them or other users.	Say whether their product is for them or other users.	Say whether their product is for them or other users.	Gather information about the needs and wants of particular individuals and groups	Gather information about the needs and wants of particular individuals and groups Develop their own design criteria and use these to inform their ideas	Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups	Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups
Generating, developing, modelling and communicating ideas	Share their creations, explaining the process they have used.	Use pictures and words to describe what he/she wants to do	Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.	Create designs using exploded diagrams Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Develop a simple design specification to guide their thinking Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



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Making							
Planning	Drawing what they have made, with some children drawing their ideas before they make	Create simple designs for a product	Design purposeful, functional, appealing products for himself/herself and other users based on design criteria	Design purposeful, functional, appealing products for himself/herself and other users	Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them	Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques	Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques
Practical skills and techniques	Use a range of small tools, including scissors, paintbrushes and cutlery Developing practical skills and techniques using a range of materials including food, textiles and construction materials	Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Use a range of simple tools to cut, join and combine materials and components safely	Safely measure, mark out, cut and shape materials and components using a range of tools Choose appropriate tools, equipment, techniques and materials from a wide range	Safely measure, mark out, cut, assemble and join with some accuracy Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them	Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks	Create prototypes to show his/her ideas Make careful and precise measurements so that joins, holes and openings are in exactly the right place	Create prototypes to show his/her ideas Make careful and precise measurements so that joins, holes and openings are in exactly the right place
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating							
Own ideas and products	Share their creations,	Ask simple questions about	Evaluate and assess existing	Investigate and analyse	Consider how existing products	Make detailed evaluations	Apply his/her knowledge of



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	explaining the process they have used.	existing products and those that he/she has made	products and those that he/she has made using a design criteria	existing products and those he/she has made, considering a wide range of factors	and his/her own finished products might be improved and how well they meet the needs of the intended user	about existing products and his/her own considering the views of others to improve his/her work	materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities
Existing products	Asking questions about a range of existing products Exploring the designed and made world through the indoor and outdoor environment, and through roleplay	Ask simple questions about existing products and those that he/she has made	Evaluate and assess existing products and those that he/she has made using a design criteria	Investigate and analyse existing products and those he/she has made, considering a wide range of factors	Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user	Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work	Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made
Key events and individuals							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge							
Making products work	Safely use and explore a variety of materials, tools and techniques, experimenting	Build structures, exploring how they can be made stronger, stiffer and more stable	Investigate different techniques for stiffening a variety of materials and	Strengthen frames using diagonal struts Understand how	Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas	Build more complex 3D structures and apply his/her knowledge of strengthening	Use technical knowledge accurate skills to problem solve during the making process



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	<p>with colour, design, texture, form and function</p> <p>Developing their knowledge and understanding in relation to mechanisms, structures, food and textiles</p> <p>Learning and using appropriate technical vocabulary</p>	<p>Use wheels and axles in a product</p>	<p>explore different methods of enabling structures to remain stable</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products</p>	<p>mechanical systems such as levers and linkages or pneumatic systems create movement</p>	<p>Understand and use electrical systems in products</p>	<p>techniques to make them stronger or more stable</p> <p>Understand how to use more complex mechanical and electrical systems</p>	<p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition							
Where food comes from		<p>Talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>Say where some food comes from and give examples of food that is grown</p>	<p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p>	<p>Talk about the different food groups and name food from each group</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world</p>	<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food</p>	<p>Understand the main food groups and the different nutrients that are important for health</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</p>	<p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Use information on food labels to inform choices</p>



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Food preparation, cooking and nutrition	Learning procedures for safety and hygiene Developing practical skills and techniques using a range of materials including food, textiles and construction materials.	Use simple tools with help to prepare food safely	Use a wider range of cookery techniques to prepare food safely	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	Read and follow recipes which involve several processes, skills and techniques	Select appropriate ingredients and use a wide range of techniques to combine them	Research, plan and prepare and cook a savory dish, applying his/her knowledge of ingredients and his/her technical skills
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