

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
<b>Vocabulary</b>		Scissor, knife, saw, fabric, card, foil, plastic, wood, hole punch, cardboard cylinder, bottle, mould, squeeze, sand, play dough, clay, bread dough, papier mache, string, glue, masking tape, treasury tag, elastic band, plastic nut and bolt, clothes peg, sellotape, pipe cleaner.		Design - draw, template, equipment, computer, function Make- tools, join, model, structure, cut, build, construct, shape, mockup, mould, glue gun, rolling, manipulate, shade, tint, measure Evaluate- finish product, improve, Technical knowledge - textile, materials, mechanism, wheels, axles, lever Cooking and nutrition - recipe, ingredients, apron, baking tray,		
<b>Design</b>	<b>Skills</b>	Explore available resources	Select appropriate resources	Use pictures and words to plan, begin to use models	Describe design using pictures, words, models, diagrams, begin to use ICT	Describe purpose of product
		Think about space before making.	Use gestures, talking and arrangements of materials and components to show design.  Work within different contexts such as story- based, home, school, playground.  Generate ideas from existing examples Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	Begin to use own ideas to design the product and explain what I want to do  Design a product for myself following design criteria  Explain what my product is for, and how it will work	Begin to have own ideas, explain what I want to do and describe how I may do it  Design products for myself and others following design criteria  Explain purpose of product, how it will work and how it will be suitable for the user  Choose best tools and materials, and explain choices  Create, evaluate and adapt an appropriate design so it effectively meets a design criteria	Follow a given design criteria  Describe design using an accurately labelled sketch and words  Show design meets a range of requirement And explain how product will work Create a plan which shows order, equipment and tools Confidently create, evaluate and adapt an appropriate design so it effectively meets a design criteria
		Explore available resources	Select appropriate resources	Use pictures and words to plan, begin to use models	Describe design using pictures, words, models, diagrams, begin to use ICT	Describe purpose of product



	<p><b>Knowledge of:</b></p>	<ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Tools that have a purpose such as scissors to cut and those that can be used to create a desired effect.</li> <li>•</li> <li>• How to design something and then make it.</li> </ul>	<ul style="list-style-type: none"> <li>• Tools that can be used to create desired effect</li> <li>• Research similar existing products</li> <li>• Design features of their product</li> <li>• What a design criteria is.</li> </ul>	<p>Tools that can be used for many purposes</p> <ul style="list-style-type: none"> <li>• Existing products to produce ideas</li> <li>• Purpose of their product</li> <li>• Design features of their product that will appeal to intended user</li> <li>• How particular parts of their product works.</li> <li>• How a design criteria can be met in different ways</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Begin to research others' needs</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>•</li> <li>•</li> </ul>
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Make	Skills	<p>Use various construction materials</p> <p>Begin to construct, stacking blocks vertically and horizontally.</p> <p>Join construction pieces together to build and balance.</p> <p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p>	<p>Construct with a purpose in mind using a variety of resources.</p> <p>Selects appropriate resources and tools by exploring them.</p> <p>Use simple tools (scissors) and techniques competently and appropriately.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Use simple tools to effect changes to materials.</p>	<p>To begin to choose from a range of given tools and equipment to make something.</p> <p>To begin to choose from a wide range of materials, textiles and/or ingredients.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control (including pencils for writing).</p>	<p>To choose from a range of tools and equipment to make something.</p> <p>Independently construct a model with a range of joining techniques.</p> <p>To choose from a wide range of materials, textiles and/or ingredients according to their characteristics.</p> <p>Independently use and handle tools, objects and malleable materials safely and with control.</p>	<p>Successfully choose from a range of tools and equipment to make something.</p> <p>To choose from a wide range of materials, textiles and/or ingredients according to their characteristics</p>
	Knowledge of:	<ul style="list-style-type: none"> <li>• Tools that can be used for a purpose.</li> <li>•</li> <li>•</li> <li>• How to use equipment safely.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Different tools and construction resources.</li> <li>•</li> <li>•</li> <li>• The need for safety when tackling new challenges and consider and manage some risks.</li> <li>• How to stay safe and show understanding of how to transport and store equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Different tools that can be used to make things.</li> <li>• What materials/textiles/ingredients are best suited to be used.</li> <li>• Staying safe when using tools.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The different tools that can be used and can name them.</li> <li>• A range of tools and what they are suitable for.</li> <li>• What materials/textiles/ingredients are best suited to be used and why.</li> <li>• Staying safe when using tools.</li> <li>• Using a range of tools safely and moving around with them independently</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



Evaluate	Skills	Begin to use the words 'like' and 'don't like' to describe something they have made.	Use the words 'like' and 'don't like' to describe something they have made.  Begin to evaluate their own designs and discuss how they could improve it.	Use words such as; next time they should, I like, I dislike.  Explore and evaluate a range of existing products by saying what is good and what can be improved.  Evaluate their own product with reference to the design criteria.	Use words such as like, dislike, next time I would, to understand and explain how they would improve  Explore and evaluate a range of existing products by saying what is good and what can be improved and begin to give reasons.  Evaluate their own product with reference to the design criteria, purpose and function of the product	Explore and evaluate a range of existing products by saying what is good and what can be improved with reference to purpose, functionality and safety.  To use their design criteria and evaluate their product by saying why.
	Knowledge of:	<ul style="list-style-type: none"> <li>• What a construction is</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What constructions they like and dislike.</li> <li>• Design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• The function of a given product</li> <li>• Design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose and function of a particular product and how it can be assessed</li> <li>• The purpose of design criteria and how it relates to the functionality and purpose of the final product</li> </ul>	



Technical Knowledge	Skills	<p>Explore height and length.</p>	<p>Explore height, length and weight. eg. A larger base will keep the tower from falling down.</p> <p>Explore different materials that can be used to make a product</p> <p>Explore the movement of simple mechanisms such as wheels and axles - using Lego.</p>	<p>Explore structures and start to experiment with how they can be made stronger, stiffer and more stable.</p> <p>Begin to measure, cut and join materials to make a product with some support</p> <p>Explore and make a simple mechanism such as sliders, wheels while making cards and objects.</p>	<p>Build structures and use strategies to make them stronger, stiffer and more stable.</p> <p>Measure, cut and join textiles together to make a product, and explain how I did it.</p> <p>Make and explain how a simple mechanism works. - push and pull</p>	<p>Confidently build structures and make them stronger, stiffer and more stable.</p> <p>Choose textiles considering appearance and functionality Select appropriate tools / techniques and Begin to try new/different ideas Use simple lever and linkages to create movement</p> <p>Alter product after checking, to make it better</p>
	Knowledge of:	<ul style="list-style-type: none"> <li>• Words such as 'tall, taller, tallest' and 'heavier, lighter'</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary used to describe height, length and weight</li> <li>• Differences in materials</li> <li>• Movement of wheels and axles.</li> </ul>	<ul style="list-style-type: none"> <li>• How a mechanism can be used to make something move and some examples</li> <li>• How to use materials to make an object stronger.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary to describe structures, including but not limited to weight</li> <li>• Simple working characteristics of materials and components</li> <li>• The movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• How freestanding structures can be made stronger, stiffer and more stable</li> <li>• A 3-D textiles product can be assembled from two identical fabric shapes</li> </ul>	<ul style="list-style-type: none"> <li>• How to join different textiles in different ways</li> </ul>



Cooking & Nutrition	Skills	<p>Begin to mix and stir.</p> <p>Begin to use different measures e.g. full, 1 cup to follow an instruction</p> <p>Explore different foods.</p>	<p>Practice stirring, mixing, pouring and blending.</p> <p>Begin to understand some food preparation tools, techniques and processes.</p> <p>Use different measures e.g. full, ½ cup 1 cup to follow an instruction/recipe</p> <p>Use senses to describe different food</p>	<p>Begin to mix, stir, sieve, cut, chop, and measure different ingredients.</p> <p>Cut, peel and grate safely with support.</p> <p>Begin to use equipment to measure using standard units, such as jugs and top pan scales.</p> <p>Describe differences between some food groups (i.e sweet, vegetable etc.)</p> <p>Make a food dish with support and describe healthy ingredients in it.</p>	<p>Mix, stir, sieve, cut, chop and measure different ingredients.</p> <p>Cut, peel and grate with increasing confidence</p> <p>Use equipment to equipment to measure using standard units, such as jugs and top pan scales with some accuracy</p> <p>Draw eat well plate; explain there are groups of food and explain 5 a day</p>	<p>Prepare and cook some dishes safely and hygienically</p> <p>Confidently peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Independently use jugs and scales to measure ingredients.</p> <p>Carefully select ingredients</p> <p>Make product look attractive</p>
	Knowledge of:	<ul style="list-style-type: none"> <li>• Basic hygiene to wash hands before cooking</li> <li>•</li> <li>•</li> <li>•</li> <li>• Different measures e.g. full, 1 cup.</li> </ul>	<ul style="list-style-type: none"> <li>• How to make an activity safe and hygienic.</li> <li>• 5 Senses.</li> <li>• How eating well can contribute to good health.</li> <li>•</li> <li>• Different measures such as full, half full and empty,</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands and clean surfaces</li> <li>• Language to describe taste</li> <li>• Eating fruits and vegetables to stay healthy</li> <li>• Where some foods come from, (i.e plant or animal)</li> <li>• Different measures such as grams, cups, spoons</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene and keep a hygienic kitchen</li> <li>• Vocabulary to describe taste, likes/dislikes</li> <li>• Properties of ingredients and importance of varied diet</li> <li>• Where food comes from (animal, underground etc.) and how it is farmed, home-grown, caught</li> <li>• Different measures such as grams, cups, spoons, milliliters</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• How food and drink are needed for active/healthy bodies.</li> <li>• Food comes from UK and wider world</li> <li>•</li> </ul>

