

Modelling leading to Woodwork, Sewing and textiles, Construction using Toys

EYFS	KS1	LKS2	UKS2
- Show a preference for a dominant hand. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing - 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.	- Work confidently within a range of contexts - State what products they are designing and making - who is it for? Why? - Say how their products will work - Say how they will make their products suitable for their intended users - Use simple design criteria to help plan their ideas - drawn and written - Select from a range of tools, materials and equipment, explaining their choices - Generate ideas by drawing on their own experiences - existing products - Make templates and mockups - Use ICT, if appropriate - Follow procedures for safety and hygiene - Make simple judgements about their products and ideas against design criteria - Suggest how their products could be improved - What they like and dislike about products	- work confidently within a range of contexts - indicate the design features of their products that will appeal to intended users - develop their own design criteria and use these to inform their ideas - share and clarify ideas through discussion - model their ideas using prototypes and pattern pieces - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas - use computer-aided design to develop and communicate their ideas - generate realistic ideas, focusing on the needs of the user - make design decisions that take account of the availability of resources - select tools and equipment suitable for the task - explain their choice of tools and equipment in relation to the skills and techniques they will be using - select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities - follow procedures for safety and hygiene - use a wider range of materials and components than KS1, - measure, mark out, cut and shape materials and components with some accuracy - assemble, join and combine materials and components with some accuracy - identify the strengths and areas for development in their ideas and products -	- work confidently within a range of contexts, - describe the purpose of their products - indicate the design features of their products that will appeal to intended users - explain how particular parts of their products work - carry out research, using surveys, interviews, questionnaires and web-based resources - identify the needs, wants, preferences and values of particular individuals and groups - develop a simple design specification to guide their thinking - share and clarify ideas through discussion - model their ideas using prototypes and pattern pieces - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas - use computer-aided design to develop and communicate their ideas - generate innovative ideas, drawing on research - make design decisions, taking account of constraints such as time, resources and cost - select tools and equipment suitable for the task - explain their choice in relation to the skills and techniques they will be using - explain their choice of materials and components according to functional properties and aesthetic qualities - produce appropriate lists of tools, equipment and materials that they need - formulate step-by-step plans as a guide to making - follow procedures for safety and hygiene

		discuss how well products have been designed and made • consider the views of others, including intended users, to improve their work • refer to their design criteria as they design and make - discuss how well products worked to achieve their purpose - did it meet the needs? How does it work? • use their design criteria to evaluate their completed products • Investigate and analyse, who/where and when the products were made • discuss whether products can be recycled or reused • Discuss inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	• use a wider range of materials and components • accurately measure, mark out, cut, shape, assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • demonstrate resourcefulness when tackling practical problems • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification In late KS2 pupils should also investigate and analyse: • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose • about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
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Cooking and Nutrition

EYFS	KS1	LKS2	UKS2
• how to use one handed tools • use senses to discuss what they observe whilst cooking. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing •	• How to name and sort foods into the five groups in The Eatwell plate • That everyone should eat at least five portions of fruit and vegetables every day • How to prepare simple dishes safely and hygienically, without using a heat source • How to use techniques such as cutting and peeling.	• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body	• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances - nutrients, water and fibre - that are needed for health