

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<p>ELG: Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Create drawings with labels when designing.</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working with tools, equipment, materials and components to make quality products (including food).</p>	<p>ELG: Fine Motor Skills Use a range of small tools, including scissors and paint brushes.</p>	<p>Make their design using appropriate techniques</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Select tools and techniques for making their product</p>	<p>Select appropriate tools and techniques for making their product</p>	<p>Select appropriate materials, tools and techniques</p>	<p>Select appropriate tools, materials, components and techniques</p>
	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>With help measure, mark out, cut and shape a range of materials.</p>	<p>Measure, cut and score with some accuracy</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	<p>Measure and mark out accurately</p>	<p>Assemble components make working models</p>
	<p>Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Use tools e.g. scissors and a hole punch safely.</p>	<p>Use hand tools safely and appropriately</p>	<p>Work safely and accurately with a range of simple tools</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p>	<p>Use skills in using different tools and equipment safely and accurately</p>	<p>Use tools safely and accurately</p>
		<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p>	<p>Assemble, join and combine materials in order to make a product</p>	<p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p>	<p>Sew using a range of different stitches, weave and knit</p>	<p>Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Construct products using permanent joining techniques</p>
		<p>Select and use appropriate fruit and vegetables, processes and tools.</p>	<p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy</p>		<p>Make modifications as they go along</p>
		<p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Choose and use appropriate finishing techniques.</p>	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Use simple graphical communication techniques.</p>		<p>Pin, sew and stitch materials together create a product</p>
							<p>Achieve a quality product</p>

<p>Evaluating processes and products</p>	<p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate a familiar product.</p>	<p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>
<p>Food</p>	<p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Use knowledge of a healthy diet to prepare dishes.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p>	<p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Use knowledge of a healthy diet to prepare dishes.</p> <p>Follow safe procedures for food safety and hygiene</p>	<p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Use knowledge of a healthy diet to prepare dishes.</p> <p>Follow safe procedures for food safety and hygiene</p>	<p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Use a range of techniques.</p> <p>Apply the principles of a healthy diet.</p> <p>Demonstrate hygienic food preparation and storage</p>	<p>Know how to use appropriate equipment and utensils to prepare and combine food using a range of techniques.</p> <p>Apply the principles of a healthy diet.</p> <p>Demonstrate hygienic food preparation and storage</p>	<p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand seasonality of produce and how ingredients are grown, caught, reared and processed.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>	<p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand seasonality of produce and how ingredients are grown, caught, reared and processed.</p>

<p>Vocabulary</p>	<p>Good, bad, colour, idea, tool, make, draw, feel, 5 senses, safety.</p>	<p>3 S's (Something, Someone, Some Purpose), planning, investigating design, evaluate, make, user, purpose, ideas, product, target group, brief, model, research, technique.</p> <p>Food: Equipment, utensil, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, hygiene.</p>	<p>3 S's (Something, Someone, Some Purpose), planning, design, make, evaluate, process, purpose, observe, model, label, design criteria, improve, procedure.</p> <p>Food: Equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, food safety, hygiene.</p>	<p>3 S's (Something, Someone, Some Purpose), user, plan, explore, develop, evaluate, design, make, model, measure, assemble, product, finishing technique.</p> <p>Food: Equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, hygiene, preparation, storage.</p>	<p>3 S's (Something, Someone, Some Purpose), evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations,</p> <p>Food: Equipment, utensils, techniques and ingredients, combine, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<p>3 S's (Something, Someone, Some Purpose), design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, prototype,</p> <p>Food: ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble.</p>	<p>3 S's – Something, Someone, Some Purpose, function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, prototype,</p> <p>Food: Heat, cook, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, rear, process.</p>
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