

Year 3

Design

- Use a sketchbook to plan, collect and develop ideas.
- Demonstrate their design meets a range of requirements.
- Complete a plan that shows the order and equipment/tools needed.
- Explain how they selected appropriate materials to create a finished product.

Make

- Begin to use equipment/tools accurately.

Evaluate

- Discuss own and others thoughts and feelings, using knowledge and understanding of artists and techniques.
- Identify changes they might make or how their work could be developed further.

Year 4

Design

- Plan a design in a sketchbook and execute it.
- Use sketchbooks to collect and record visual information from different sources. Record explorations and try out ideas.
- Investigate similar products to the one made as a starting point.
- Explain how choice of materials and components have contributed to aesthetic qualities.

Make

- Select from a range of tools and equipment to perform practical tasks accurately.

Evaluate

- Adapt work as and when necessary and explain why.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.
- Consider how the product will meet the needs of the user.

Year 5

Design

- Plan a design in a sketchbook through drawing and other preparation work, then execute it.
- Use research and develop design criteria to inform innovative, functional, appealing products that are fit for purpose and aimed at a particular group or individual.
- Create prototypes to show ideas.

Make

- To use tools and materials more precisely.
- Understand the use of mechanical systems in products e.g. pulleys, cams, levers, linkages.

Evaluate

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify designers who have worked in a similar way to their own work.
- Evaluate ideas and products against own design criteria.
- Begin to explore the work of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Year 6

Design

- Design, plan and decorate a fabric piece.
- Use sketchbooks to collect and record visual information from different sources. Use sketchbooks to adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
- Use market research to inform plans.
- Begin to use computer aided design.
- To use learning from science and maths to help design and make products that work.

Make

- Select from a wider range of materials and components including construction materials, textiles, ingredients according to their functional properties and aesthetic qualities.
- Create a high quality product for a target consumer.

Evaluate

- Discuss, review and adapt own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.

Year 3

Cooking and Nutrition

- Say what to do to be hygienic and safe.
- Begin to be able to read and understand food labels.
- Understand and apply what makes a healthy, varied and balanced diet.
- That to be active and healthy, food and drink are needed to provide energy for the body.
- Experiment with a range of cooking techniques e.g. preparing and combining ingredients, using utensils and cooking equipment.
- Adapt a recipe by adding or substituting one or more ingredients.

Textiles

- Name a range of different fabrics.
- Match and sort fabric and thread for colour, texture, length, size and shape.
- Show experience in changing and modifying threads and fabrics, knotting, fraying, pulling threads, twisting, plaiting.
- Apply decoration, using beads, buttons, feathers etc.
- Look at fabrics from other countries e.g. Adire.
- Artists: Adire, batik art

Year 4

Cooking and Nutrition

- Understand seasonality and know a variety of ingredients are grown, reared and caught so they are safe to eat.
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
- Become competent in a range of cooking techniques e.g. applying heat in different ways, using awareness of taste, texture and smell to decide on how to season dishes.
- Measure and weigh ingredients appropriately.

Textiles

- Use techniques as a basis for stitch embroidery.
- Apply decoration using needle and thread: buttons, sequins, feathers.
- Experiment with applying colour with printing.
- Change and modify threads. Use language appropriate to skill and technique.
- Demonstrate experience in looking at fabrics from other countries.
- Artists: Indian Embroiders.

Year 5

Cooking and Nutrition

- Know appropriate portion sizes and importance of not skipping meals.
- Understand the basic processes of getting food from farm to plate.
- Taste a range of ingredients and food items and develop a vocabulary to describe.

Textiles

- Use a variety of techniques e.g. weaving and stitching to create different textural effects.
- Appropriately select fabrics to create patterns (camouflage).
- Demonstrate experience in combining techniques to produce an end piece.
- Change and modify threads and fabrics.
- Use language appropriately to describe a range of skills.
- Artists: Java batiks

Year 6

- Identify and compare designers who have worked in a similar way to their own work.
- Consider criteria of designers when evaluating own ideas and products.
- Explore in depth the work of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Cooking and Nutrition

- Use information on food labels from similar products and recipes to inform choices.
- Join and combine ingredients appropriately eg beating, rubbing in.

Textiles

- Experiment with a variety of techniques, exploiting ideas from sketchbook.
- Use a number of different stitches creatively to produce different patterns and textures.
- Recognise different forms of textiles and express opinions on them.
- Use language appropriate to skill and technique.
- Artists: Have the opportunity to explore modern and traditional artists using ICT and other resources.