



| Golden Thread | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| DESIGNING - Developing planning and communicating ideas | <ul style="list-style-type: none"> - Explain what they are making and which materials they are using. - Select materials from a limited range that will meet a simple design criteria e.g. shiny. - Select and name the tools needed to work the materials e.g. scissors for paper. - Describe simple models or drawings of ideas and intentions. - Discuss their work as it progresses. | <ul style="list-style-type: none"> - Begin to draw on their own experience to help generate ideas. - Begin to understand the development of existing products e.g. explain what they are for, how they work. - Start to suggest ideas and explain what they are going to do. - Understand how to identify a target group for what they intend to design and make based on a design criteria. - Begin to develop their ideas through talk and simple drawings. - Explain how they intend to fix simple materials | <ul style="list-style-type: none"> - Start to generate ideas by drawing on their own and other people's experiences. - Develop their design ideas through discussion, observation, drawing and modelling. - Identify a purpose for what they intend to design and make. - Understand how to identify a target group for what they intend to design and make based on a design criteria. - Develop their ideas through talk and drawings and label parts. -Begin to explain why they chose a certain material | <ul style="list-style-type: none"> - Generate ideas for an item, considering its purpose and the user/s. - Identify a purpose and establish criteria for a successful product. - Understand how well products have been designed, made, materials used and the construction technique. - Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. - Make drawings with labels when designing - Explain choice of materials and components including function and aesthetics. -Put together a step-by-step plan including the order | <ul style="list-style-type: none"> - Generate ideas, considering the purposes for which they are designing. - Evaluate products and identify criteria that can be used for their own designs. - Make labelled drawings from different views showing specific features. - 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. - Identify the strengths and areas for development in their ideas and products. - When planning consider the views of others, including intended users. - Learn about inventors, designers, engineers, chefs and | <ul style="list-style-type: none"> - Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. - Begin to use research and develop design criteria to inform the design of products that are fit for purpose. - Use results of investigations, information sources, including ICT when developing design ideas. - With growing confidence select appropriate materials, tools and techniques. - Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. - Produce a detailed step-by step plan. - Suggest some alternative plans and | <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Use market research to inform plans. -Plan the order of their work, choosing appropriate materials, tools and techniques. - Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. - Follow and refine their initial plan if necessary. |



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| | | | | and equipment and tools they need. | manufacturers who have developed ground-breaking products. - Explain their choice of materials and components according to function and aesthetic. - Produce a plan and explain it to others. | say what the good points and drawbacks are. - Explain how their product will appeal to the audience. | - Suggest alternative methods of making and identify strengths and areas for development in their ideas. - Convincingly justify their plan to someone else. |
| MAKING - Working with tools, equipment, materials and components to make quality products | <ul style="list-style-type: none"> - Begin to create their design using basic techniques. - Start to build structures, joining components together. - Look at simple hinges, wheels and axles. - Use technical vocabulary when appropriate. - Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. - Explore using/ holding basic tools - Use adhesives to join material. | <ul style="list-style-type: none"> - Begin to build structures, exploring how they can be made stronger and more stable. - Explore and use mechanisms e.g. levers, sliders, wheels and axels. - Use tools e.g. scissors and a hole punch safely - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape - Begin to use simple finishing techniques to improve the appearance of their product. | <ul style="list-style-type: none"> - Begin to select tools and materials; use correct vocabulary to name and describe them. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Attach features to a vehicle (e.g. an axel and wheels) - With help measure, cut and score with some accuracy. - Learn to use hand tools safely and appropriately. - Start to assemble, join and combine materials in order to make a product. - Cut, shape and join fabric to make a simple garment. -- | <ul style="list-style-type: none"> - Select a wider range of tools and techniques. - Explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Start to work safely and accurately with a range of tools. - Measure, mark out, cut, score and assemble components with more accuracy. - Create and use simple gears, pulleys, cams, levers and linkages. - Start to think about their ideas as they make progress and be willing to change things if this | <ul style="list-style-type: none"> - Select a wider range of tools and techniques for making their product safely. - Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. - Measure carefully and show initiative to check so as not to make mistakes. - Start to join and combine materials and components accurately in temporary and permanent ways. - Know how mechanical systems such as cams or pulleys or gears create movement. | <ul style="list-style-type: none"> - Select appropriate materials, tools and techniques. - Use skills in using different tools and equipment safely and accurately. - Begin to measure and mark out more accurately. - With growing confidence cut and join with accuracy to ensure a good-quality finish to the product. - Begin to measure more accurately. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Demonstrate motivation/perseverance to refine and improve their products. | <ul style="list-style-type: none"> - Confidently select appropriate tools, materials, components and techniques. - Use tools safely and accurately. - Measure and mark out accurately. - Construct products using permanent joining techniques. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Combine fabric to make a high quality product for a purpose. - With confidence pin, sew and stitch materials together to create a product. - Make modifications as they go along. - Use finishing techniques to |



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| | | | <ul style="list-style-type: none"> - Use basic sewing techniques - Choose and use appropriate finishing techniques | <p>helps improve their work.</p> <ul style="list-style-type: none"> - Start to measure, tape or pin, cut and join fabric with some accuracy. - Make choices of material both for its appearance and qualities. | <ul style="list-style-type: none"> - Sew using a range of different stitches, weave and knit. - Demonstrate how to measure, tape, pin, cut and join fabric. - Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. | <ul style="list-style-type: none"> - Use a range of materials and sewing techniques. - Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. | <p>strengthen and improve the appearance of their product using a range of equipment including ICT.</p> |
| <p>EVALUATING processes and products</p> | <ul style="list-style-type: none"> - Say what they like and do not like about items they have made and why. - Begin to talk about their designs as they develop and identify good and bad points. - Start to talk about changes made during the making process. - Discuss how closely their finished products meet their design criteria. | <ul style="list-style-type: none"> - Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). - Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. - When looking at existing products explain what they like and dislike about products and why. | <ul style="list-style-type: none"> - Evaluate their work against success criteria. - Start to evaluate products as they are developed, identifying strengths and possible changes. - Talk about their ideas, saying what they like and dislike about them. - Look at a range of existing products explain what they like and dislike about them and why. | <ul style="list-style-type: none"> - Start to evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose.</i> - Begin to disassemble and evaluate familiar products. - Begin to evaluate how the key designs of individuals in design and technology have helped shape the world. | <ul style="list-style-type: none"> - Start to evaluate their work both during and at the end of the assignment. - Evaluate their products carrying out appropriate tests. - Evaluate their product, thinking of both appearance and the way it works. - Begin to disassemble and evaluate familiar products. - Begin to evaluate how the key designs of individuals in design and technology have helped shape the world. | <ul style="list-style-type: none"> - Evaluate their work both during and at the end of the assignment. - Start to evaluate a product against the original design specification and by carrying out tests. - Evaluate appearance and function against original criteria. - Begin to evaluate their work personally and seek evaluation from others. - Evaluate how the key designs of individuals in design and technology have helped shape the world. | <ul style="list-style-type: none"> - Evaluate their work both during and at the end of the assignment. - Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. - Record their evaluations using drawings and labels - Evaluate against their original criteria and suggest ways that their product could be improved. - Evaluate how the key designs of individuals in design and technology have helped shape the world. |



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| <p>FOOD AND NUTRITION</p> | <ul style="list-style-type: none"> - Begin to develop a food vocabulary using taste, smell, texture and feel. - Explore familiar food products. - Begin to work safely and hygienically. - Start to think about the need for a variety of foods in a diet. - Stir, spread, knead and shape a range of food and ingredients. - Measure and weigh food items, non-statutory measures e.g. spoons, cups | <ul style="list-style-type: none"> - Begin to understand that all food comes from plants or animals and explore common food sources. - Start to understand how to name and sort foods into the five groups. - Use basic food handling, hygienic practices and personal hygiene. - Know how to use techniques such as cutting, peeling and grating. - Measure and weigh food items using non-standard measures (e.g. spoons and cups) | <ul style="list-style-type: none"> - Understand that all food comes from plants or animals. - Develop an understanding of where food comes from e.g. farmed, grown elsewhere, caught. - Understand how to name and sort foods into the five groups. - Recognise the need for a variety of food in a diet. - Follow safe procedures for food safety and hygiene. - Demonstrate how to use techniques such as cutting, peeling and grating. | <ul style="list-style-type: none"> - Begin to understand food is grown, reared and caught in the UK, Europe and the wider world. - Begin to understand how a healthy diet is made up from a variety and balance of food and drink. - Measure and weigh ingredients appropriately. - Begin to understand how to use techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. | <ul style="list-style-type: none"> - Understand that food is grown, reared and caught in the UK, Europe and the wider world. - Know that a healthy diet is made up from a variety and balance of food and drink. - Explain why a healthy diet is important. - Measure and weigh ingredients appropriately. - Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. | <ul style="list-style-type: none"> - Understand that food is grown, reared and caught in the UK, Europe and the wider world. - Begin to understand that seasons may affect the food available. - Begin to understand that different food and drink contain different substances that are needed for health. - Evaluate a meal and consider if they contribute towards a balanced diet. - Use appropriate tools and equipment, weighing and measuring with scales. - Demonstrate increasing confidence in how to use a range of techniques. - Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including the use of a heat source. | <ul style="list-style-type: none"> - Explain how food is grown, reared and caught. - Understand that seasons may affect the food available. - Know that different food and drink contain different substances that are needed for health. - Plan a healthy and affordable diet. - Use appropriate tools and equipment, weighing and measuring with scales. - Confidently and safely use a range of techniques. - Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source. - Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. |
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