

	End of KS1 (Taken from Westacre's skills progression)	Year 3	Year 4	Year 5	Year 6
<p>Developing, planning and communicating ideas.</p> <p>Understanding contexts, users and purposes.</p> <p>Generating, developing, modelling and communicating ideas.</p> <p>Planning</p>	<ul style="list-style-type: none"> - Generate ideas by drawing on their own and other's experiences. - Develop ideas through discussion, observation, drawing and modelling. - Use knowledge of existing products to support plans for a similar product. - Use knowledge of existing products to support plans for a similar product. - Identify suitable materials and tools to be used. - Identify simple design criteria. - Make simple drawings and label parts. - Explore and talk about a range of tools and materials, including strength and stability 	<ul style="list-style-type: none"> -Generate ideas for an item considering its purpose and users. -Identify a purpose and establish criteria for a successful product. -Plan the order of their work before starting. - Explore, develop and communicate design proposals by modelling ideas. - Make drawings with labels when designing. 	<ul style="list-style-type: none"> - Generate realistic ideas considering the purpose for which they are designing. - Make labelled drawings from different views showing specific features. - Develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes. - Suggest alternative methods of making if the first attempt fails. - Evaluate products, develop their own design criteria, and use these to inform their ideas. 	<ul style="list-style-type: none"> - Start to generate ideas by carrying out research, using surveys, interviews, questionnaires and web-based resources. - Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes. - Suggest alternative methods of making if the first attempt fails. 	<ul style="list-style-type: none"> - Generate innovative ideas by carrying out research, using surveys, interviews, questionnaires and web-based resources. - Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost.

<p>Working with tools, equipment, materials and components to make quality products.</p> <p>Practical skills and techniques.</p> <p>Technical Knowledge</p> <p>Making products work.</p> <p>(Develop links with other subjects such as Science, Maths and ICT.)</p>	<ul style="list-style-type: none"> - Measure, cut, score, fold materials with some accuracy. - Select and use tools safely and appropriately. - Join edge to edge using glue. - Use basic sewing techniques. - Select from a range of finishes, apply to enhance and improve the finished product. - Select suitable materials for a given purpose. - Look at mechanisms (eg levers, pulleys) - Deconstruct a product to see how it works. - Use a range of joining methods. - Make a simple pop up card - Explore how to make a structure more stable 	<ul style="list-style-type: none"> - Begin to select tools and materials. - Measure, mark out and shape with accuracy. - Join and combine materials and components accurately. - Demonstrate how to cut, shape and join fabric to make a simple product. - Use different sewing techniques techniques. - Know how to program a computer to control their products. 	<ul style="list-style-type: none"> - Select a wider range of tools and techniques for making their products safely. - Measure, mark out and shape with accuracy. Know how mechanical and electrical systems create movement. - Assemble, join and combine materials and components accurately. - Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. - Explore how to reinforce a structure to make it more stable. 	<ul style="list-style-type: none"> - Select appropriate tools, materials and techniques for making their products. - Measure, mark out and shape with accuracy. - Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Know how to reinforce and strengthen a 3D framework. How to program a computer to monitor changes in the environment and control their products. 	<ul style="list-style-type: none"> - Confidently select appropriate tools, materials, components and techniques and use them to make their products. - Measure, mark out and shape with accuracy. - Use tools safely and accurately. - Aim to achieve and make a quality product. - With confidence pin sew and stitch materials together to create a product. - Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products. Know how to reinforce and strengthen a 3D framework.
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<p>Evaluating processes and products</p> <p>Own ideas and products</p> <p>Existing products</p> <p>Key events and individuals</p>	<ul style="list-style-type: none"> - Evaluate the finished product against the design criteria. - Evaluate and make alterations as they are developed. - Identify strengths and possible changes they might make to future products. Explain why. - Discuss the suitability of the finished product in relation to the design criteria. 	<ul style="list-style-type: none"> - Disassemble and evaluate familiar products. - Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. - Evaluate their product against original design criteria. 	<p>Evaluate their work both during and at the end of their assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate their product personally and seek evaluation from others.</p> <p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>Evaluate their products identifying strengths and areas for development.</p> <p>Record their evaluations using drawings and labels.</p> <p>Evaluate against their original criteria and suggest ways that their product can be improved.</p> <p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>
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<p>Cooking and nutrition Where food comes from Food preparation, cooking and nutrition.</p>	<p>- Sort and classify different food groups, including proportions of the different groups to sustain a healthy diet. – Discuss what happens when food is heated or frozen. – Select ingredients for making a healthy sandwich. – Know how to prepare food hygienically and safely. – Select and safely use suitable tools to employ simple techniques (e.g chopping, grating, spreading)</p>	<p>- Start to know that food is grown, reared and caught in the UK, Europe and the wider world. Understand how to prepare and cook a savoury dish safely and hygienically. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eatwell Guide.’ - Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Understand that food is grown, reared and caught in the UK, Europe and the wider world. Know how to prepare a savoury dish safely and hygienically, including the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eatwell Guide.’ Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>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 availability. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare a savoury dish safely and hygienically, including the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health. Know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>	<p>Know that food is grown, reared and caught in the UK, Europe and the wider world. Understand that seasons may affect the food availability. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare a savoury dish safely and hygienically, including the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Know that different food and drink contain different substances (nutrients, water and fibre) that are needed for health. Know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>