

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>EYFS</b> See progression map for ongoing skills over the year</p>	<p>Children will experiment mixing with colours.</p>	<p>Children will experiment with different textures.</p>	<p>Children will safely explore different techniques for joining materials.</p>	<p>Children will make props and costumes for different role play scenarios.</p>	<p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Children will share creations, talk about process and evaluate their work.</p>
<p>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.</p>						
<p><b>Year 1</b></p>	<p><b>Healthy meal (Healthy Dips)</b></p> <ul style="list-style-type: none"> <li>Start to understand how to name and sort food into the five food groups in 'the eat well plate.</li> <li>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Know how to prepare simple dishes safely and hygienically</li> <li>Explore the understanding that food has to be farmed, grown elsewhere or caught.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Identify a target group for what they intend to design and make.</li> <li>Draw on their own experience to help generate ideas.</li> <li>Suggest ideas and explain what they are going to do.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select appropriate materials from a limited selection, considering their characteristics.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul>	<p><b>Delightful decorations</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Identify a target group for what they intend to design and make.</li> <li>Draw on their own experiences to help generate ideas.</li> <li>Suggest ideas and explain what they are going to do.</li> <li>Develop their design using appropriate techniques.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Use tools safely</li> <li>Use simple finishing techniques to improve the appearance of their product.</li> <li>Select appropriate materials from a limited selection, considering their characteristics.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate an existing product by discussing how well it works in relation to its purpose.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes</li> </ul>		<p><b>Transport, bridges</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Model their ideas in card and paper.</li> <li>Identify a target group for what they intend to design and make.</li> <li>Develop their design using appropriate techniques.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Use tools safely</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods.</li> <li>With help, measure, mark out, cut and shape a range of materials.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate an existing product, identifying strengths and weaknesses.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their product by asking questions about what they made and how they have gone about it.</li> </ul>		
<p><b>Year 2</b></p>	<p><b>Design a Healthy meal (Sensational Salad)</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Identify a purpose for what they intend to design and make.</li> <li>Identify simple design criteria</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate finishing techniques.</li> <li>Select appropriate materials considering their characteristics.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate existing products, identifying strengths and possible changes they might make.</li> <li>Evaluate against their design criteria.</li> </ul>	<p><b>Clay – Christmas Decoration</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>			<p><b>Design a train with wheels</b></p> <ul style="list-style-type: none"> <li>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Identify simple design criteria</li> <li>Make simple drawings and label parts</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Choose and use appropriate finishing techniques</li> <li>Measure, cut and score with some accuracy</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria.</li> <li>Evaluate an existing product by discussing how well it works in relation to the purpose.</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		<p><b>Textiles: Seasonal Snowman</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>- Identify a purpose and establish criteria for a successful product.</li> <li>- Start to order the main stages of making a product.</li> <li>- With growing confidence generate ideas for an item, considering its purpose and the user/s.</li> <li>- When planning explain their choice of materials and components including function and aesthetics.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Start to work safely and accurately with a range of simple tools.</li> <li>- Start to measure, tape or pin, cut and join fabric with some accuracy.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> </ul> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p>		<p><b>Cooking: Stone Age Stew</b></p> <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select a wider range of tools and techniques for making their product i</li> <li>- Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>- Start to work safely and accurately with a range of simple tools.</li> <li>- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p><u>Evaluate</u></p> <p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>		<p><b>Mechanism: Moving books (levers and links)</b></p> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products [for example, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Start to generate ideas, considering the purpose for which they are designing</li> <li>- 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.</li> <li>- When planning explain their choice of materials and components according to function and aesthetic.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Begin to use finishing techniques to strengthen and improve the appearance of their product</li> <li>- Start to join and combine materials and components accurately in temporary and permanent ways</li> <li>- Be able to disassemble and evaluate familiar products and consider the views of others to improve them</li> <li>- Know how mechanical systems create movement</li> <li>- Understand how more complex electrical circuits and components can be used to create functional products</li> </ul>
Year 4		<p><b>Textiles: seasonal stockings</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>- Start to generate ideas, considering the purpose for which they are designing</li> <li>- 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.</li> <li>- When planning, consider the views of others, including intended users, to improve their work</li> <li>- When planning explain their choice of materials and components according to function and aesthetic.</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>- Begin to use finishing techniques to strengthen and improve the appearance of their product</li> <li>- Start to join and combine materials and components accurately in temporary and permanent ways</li> <li>- Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>- Understand how to reinforce and strengthen a 3D framework. Sew using a range of different stitches</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>- Start to evaluate their work both during and at the end of the assignment.</li> </ul> <p>Evaluate their products carrying out appropriate tests.</p>		<p><b>Cooking: Stone Age Stew</b> <b>(Blocked in a week)</b></p> <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from a range of tools and techniques for making their product safely.</li> <li>- Know how to measure a range of materials, using appropriate tools, equipment and techniques.</li> <li>- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p><u>Evaluate:</u></p> <p>Start to evaluate their work both during and at the end of the assignment.</p>		<p><b>Mechanism: Moving books (levers and links)</b></p> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products [for example, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Start to generate ideas, considering the purpose for which they are designing</li> <li>- 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.</li> <li>- When planning explain their choice of materials and components according to function and aesthetic.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Begin to use finishing techniques to strengthen and improve the appearance of their product</li> <li>- Start to join and combine materials and components accurately in temporary and permanent ways</li> <li>- Be able to disassemble and evaluate familiar products and consider the views of others to improve them</li> <li>- Know how mechanical systems create movement</li> <li>- Understand how more complex electrical circuits and components can be used to create functional products</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 5</b>		<p><b>Cushions (Christmas Theme)</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Use results from investigation sources, including ICT when developing design ideas.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks e.g., fabric, needles, pins, thread</li> <li>- Select appropriate techniques e.g. cutting, shaping, joining and finishing, accurately.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Evaluate their work during and at the end of the assignment</li> <li>- Begin to evaluate personally and seek evaluation from others</li> </ul>		<p><b>Pulleys, cams, levers, gears (Linking to Science)</b></p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Draw up a specification for their design, link with maths and science</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>- With growing confidence select appropriate materials, tools and techniques</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Start to evaluate a product against the original design specification and by carrying out tests.</li> <li>- Evaluate their work both during and at the end of the assignment.</li> <li>- Begin to evaluate it personally and seek evaluation from others.</li> </ul>			<p><b>Bread</b></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Start to understand how much products cost to make</li> <li>- Use results from investigation sources, including ICT when developing design ideas.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks</li> <li>- With growing confidence select appropriate materials, tools and techniques</li> <li>- Weigh and measure accurately (time, dry ingredients, liquid)</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Begin to evaluate it personally and seek evaluation from others.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 6</b>		<p><b>Electrical circuits: Christmas Cards</b></p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>- Draw up a specification for their design- link with Science.</li> <li>- Plan the order of their work, choosing appropriate materials, tools and techniques.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Assemble components to make working models.</li> <li>- Demonstrate ability to make modifications as they go along.</li> <li>- Accurately apply a range of finishing techniques, including those from art and design.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>- Evaluate their work both during and at the end of the assignment.</li> </ul>	<p><b>Cooking: Pizza</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>- Generate, develop, model and communicate their ideas</li> <li>- Know how much products cost to make</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>- Use equipment safely and accurately.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate against their original criteria, identifying strengths and areas for development in their ideas and products.</li> </ul>			<p><b>Textiles: Cushions</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>- Plan the order of their work, choosing appropriate materials, tools and techniques.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- Aim to make and to achieve a quality product.</li> <li>- With confidence pin, sew and stitch materials together to create a product</li> <li>- Demonstrate ability to make modifications as they go along.</li> <li>- Construct products using permanent joining techniques.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> <li>- Record their evaluations using drawings with labels.</li> </ul>	