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| Year |  | |  | |
| Developing, planning and communicating ideas. | Working with tools, equipment and components to make quality products including food. | Evaluating processes and products. | Skills | |
| **6** | To understand how to use detailed drawings to communicate ideas and model their ideas in a variety of ways. | Use techniques, tools and equipment confidently in a variety of ways. | To understand how to use tests to evaluate their product in order to make improvements and record these through drawings. | Communicate their ideas through detailed labelled drawings and develop a design specification.  Select appropriate tools, materials, components and techniques and use these to assemble components to make working models.  Use tools safely and accurately and make modifications as they go along.  Construct products using permanent joining techniques to achieve a quality product.  Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests. | |
| **5** | To understand how to draw up a specification for their product. | To demonstrate a secure knowledge about tools, techniques and equipment. | To seek evaluation from others in order to make improvements to their own product. | Generate ideas through brainstorming and identify a purpose for their product and draw up a specification for it.  Select appropriate materials, tools and techniques and measure, mark out and cut accurately.  Use skills in using different tools and equipment safely and accurately.  Cut and join with accuracy to ensure a good quality finish to the product.  Evaluate a product against the original design specification and evaluate it personally and seek evaluation from others. | |
| **4** | To understand how to plan what materials are needed to produce a product and be able to adapt if things are not as intended. | To understand how to use appropriate tools, equipment and techniques to create their product. | To identify any improvements to their product as it is being created and make these changes. | Generate ideas, considering the purposes for which they are designing and make labelled drawing showing specific features.  Measure, mark, cut and shape a range of materials using appropriate tools, equipment and techniques.  Select and use appropriate tools and techniques for making their product.  Join and combine materials and components accurately in temporary and permanent ways.  Evaluate their work both during and at the end of the project. | |
| **3** | To understand how to create designs for an intended audience by modelling and communicating ideas. | To understand which tools and materials to select to create their product. | To compare their product with others and make suggestions on how to make improvements. | Generate an idea for an item, considering its purpose and users.  Measure, mark out, cut, score and assemble components with more accuracy.  Work safely and accurately with a range of tools.  Measure, tape or pin, cut and join fabric with some accuracy.  Evaluate their product against original design. | |
| **2** | To understand how to develop their ideas through discussion, drawing and modelling. | To begin to understand which tools and materials to select to create their product. | To identify what is good about their product and make suggestions on how it can be improved. | Generate ideas and draw on their own and other people’s experiences.  Measure, cut and score with some accuracy.  Use hand tools safely and appropriately.  Assemble, join and combine materials in order to make a product.  Evaluate their products as they are developed, identifying strengths and possible changes they can make. | |
| **1** | To understand how to create designs through drawings. | To understand which techniques are needed to create their product. | To identify what is good about their product. | Draw on their own experiences to help generate ideas.  With help measure, mark out, cut and shape a range of materials.  Use tools, scissors and a whole punch safely.  Assemble, join and combine materials and components together using a variety of temporary methods.  Evaluate their products by discussing its strengths and how well it works for its purpose. | |
| **EYFS** | Develop their own ideas and then decide which materials to use to express them.  Choose the right resources to carry out their own plan.  Create collaboratively, sharing ideas, resources and skills. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, e.g., cut, trim, tear, glue, stick, scrunch, attach, press, mix, fold etc.  Develop fine motor skills to use a range of tools competently, safely and confidently. | Share their creations, explaining the process they have used.  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | |