

Curriculum Progression							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Processes	<p>-I can explore materials freely in order to develop their ideas about how to use them and what to make</p> <p>- I can develop my own ideas and then decide which materials to use and express them</p> <p>-I can join different materials and explore different textures</p> <p>-I can create closed shapes with continuous lines and begin to use shapes to represent objects</p> <p>- I can create collaboratively sharing ideas and resources</p> <p>-I can safely use and explore a variety of materials, tools and techniques experimenting with</p>	<p>- I can create a simple design for my product</p> <p>-I can use pictures and words to describe what I want to do</p> <p>- I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>-I can use a range of simple tools to cut, join and combine materials and components safely</p> <p>-I can simple questions about existing products and those that I have made</p> <p>-I can build structures,</p>	<p>I can design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p> <p>- I can generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock ups and, where appropriate information and communication technology</p> <p>I can choose tools I would like to use and select materials based on my knowledge of their properties</p> <p>-I can safely measure, mark out, cut and shape materials and</p>	<p>I can use my knowledge of existing products to design his/her own functional product</p> <p>-I can create designs using annotated sketches, cross sectional diagrams and simple computer programmes</p> <p>-I can safely measure, mark out, cut, assemble and join with some accuracy</p> <p>-I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p> <p>-I can investigate and analyse existing products</p>	<p>-I can use knowledge of existing products to design functional and appealing products for a particular purpose and audience</p> <p>-i can create designs using exploded diagrams</p> <p>-I can use techniques which require more accuracy to cut. Shape, join and finish my work e.g cutting internal shapes, slots in frameworks</p> <p>-I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p>	<p>-I can use my knowledge of existing products and use my market research to inform the design of my own innovative product</p> <p>I can create prototypes to show my ideas</p> <p>-I can make careful and precise measurements so that joins, holes and openings are in exactly the right place</p> <p>-I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques</p> <p>- I can make detailed evaluations about</p>	<p>-I can use research I have done into famous designers and inventors to inform the design of my own innovative product</p> <p>-I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross - sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>-I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities</p>



	<p>design, texture, form and function</p> <p>-I can share my creations, explaining the process they have used</p>	<p>exploring how they can be made stronger, stiffer and more stable</p> <p>-I can use wheels and axles in a product</p>	<p>components using a range of tools</p> <p>-I can evaluate and assess existing products and those that he/she has made using a design criteria</p> <p>-I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p> <p>-I can explore and use mechanisms e.g levers, sliders, wheels and axles in his/her products</p>	<p>and those I have made, considering a wide range of factors</p> <p>I can strengthen frames using diagonal struts</p> <p>-I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement</p>	<p>-I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user</p> <p>-I can apply techniques I have learnt to strengthen structures and explore my own ideas</p> <p>-I can understand and use electrical systems in products</p>	<p>existing products and my own considering the views of others to improve my work</p> <p>-I can build more complex 3 D structures and apply my knowledge of strengthening techniques to make them stronger or more stable</p> <p>-I can understand how to use more complex mechanical and electrical systems</p>	<p>-I can use technical knowledge and accurate skills to problem solve during the making process</p> <p>-i can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made</p> <p>-I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p> <p>-I can apply my understanding of computing to program, monitor and control my product</p>
--	---	---	---	---	--	---	---



Curriculum Progression							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition	<ul style="list-style-type: none"> -Start to eat independently and learning how to use a knife and fork -Make healthy choices about food and drink -Know and talk about the different factors that support their overall health and well being: healthy eating -Make comparisons between objects relating to size, length, weight and capacity -Compare length, weight and capacity -Compare quantities up to 10 in different contexts -Learn new vocabulary 	<ul style="list-style-type: none"> -I can talk about what I eat at home and begin to discuss what healthy foods are -I can say where some food comes from and give examples of food that is grown -I can use simple tools with help to prepare food safely 	<ul style="list-style-type: none"> -I can understand the need for a variety of food in a diet -I can understand that all food has to be farmed, grown or caught -I can use a wider range of cookery techniques to prepare food safely 	<ul style="list-style-type: none"> -I can talk about the different food groups and name food from each group -I can understand that food has to be grown, farmed or caught in Europe and the wider world -I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely 	<ul style="list-style-type: none"> -I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body need to be healthy -I can understand seasonality and the advantages of eating seasonal and locally produced food -I can read and follow recipes which involve several processes, skills and techniques 	<ul style="list-style-type: none"> -I can understand the main food groups and the different nutrients that are important to health -I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat -I can select appropriate ingredients and use a wide range of techniques to combine them 	<ul style="list-style-type: none"> -I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet -I can use information on food labels to inform choices -I can research, plan, prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills

