



	Rec	1	2	3	4	5	6
Developing, planning & communicating ideas	<p>Participate in small groups, class and one-to-one discussions, offering their own ideas.</p> <p>Offer explanations for why things might happen.</p> <p>Express their ideas and feelings using full sentences.</p>	Can they use pictures and words to plan?	<p>Can they choose the best tools and materials? Can they give a reason why they are the best?</p> <p>Can they describe their design by using pictures, diagrams, models and words?</p>	<p>Can they show that their design meets a range of requirements?</p> <p>Can they put together a step by step plan which shows the order and also what tools and equipment they need? Can they describe their design using an accurately labelled sketch and design?</p>	<p>Can they come up with at least one idea about how to create their project?</p> <p>Can they produce a plan and explain it to others?</p>	<p>Can they come up with a range of ideas after collecting information?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are?</p>	<p>Can they use market research to inform plans?</p> <p>Can they justify their plans to somebody else?</p>
Working with tools, equipment & materials to make quality products	<p>Safely use and explore a variety of different materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Be confident to try new activities.</p>	Can they explain which tools they are using?	Can they join things (materials/components) together in different ways?	Can they use equipment and tools accurately?	Can they show a good level of expertise when using a range of tools and equipment?	<p>Can they explain why their finished product is going to be of a good quality?</p> <p>Do they persevere through different stages of the making process?</p>	Do they change the way they are working if needed?
Evaluating processes and products	Share their creation, explaining the	Can they talk about their own work and things	Can they explain what went well with their work?	Can they explain what they have changed to make	Can they evaluate their product thinking	Can they evaluate appearance and	How well do they test and evaluate their final

	process they have used.	that other people have done?	If they did it again can they explain what they would improve?	their design even better?	of appearance and the way it works? Do they take time to consider how they could make it better?	function against the original criteria?	product? Would they need more or different information to make it even better? Does their product meet all design criteria?
Cooking and nutrition	Understand the importance of healthy food choices. Use a range of small tools.	Can they cut food safely?	Can they describe the properties of ingredients they are using?	Can they choose the right ingredients for a product?	Do they know what to do to be hygienic and safe?	Can they describe what they do to be both hygienic and safe?	Can they explain how their product should be stored with reason?
Textiles	Make use of props and materials.	Can they make a product from textiles by glueing?	Can they join textiles together to make something?	Can they join textiles of different types in different ways?	Do they think about what the user would want when selecting textiles? Can they explain how to join things in different ways?	Can they make up a prototype first? Can they use a range of joining techniques?	
Mechanisms (Year 1 & 2) Electrical and mechanical components (Year 3, 4, 5 & 6)	Share their creations, explaining the process they have used.	Can they make a product which moves? Can they say why they chose moving parts?	Can they join materials together as part of a moving product?	Can they use a simple circuit?	Are they confident about trying out new and different ideas?	Can they refine their product after testing it?	Can they think of ways in which adding a circuit would improve their product?
Use of Materials (Year 1 & 2) Stiff and flexible sheet materials (Year 3, 4, 5 & 6)	Safely use and explore a variety of different materials, tools and techniques, experimenting with colour,	Can they make a structure/model using different materials?		Do they use the most appropriate materials? Can they work accurately to make cuts and holes?	Can they measure carefully so as to make sure they have not made a mistake?	Are their measurements accurate enough to ensure that everything is precise? How have they	How have they ensure their work is precise and accurate? Can they hide joints so as to improve the look

	design, texture, form and function.					ensured that their product is strong and fit for purpose?	of the product?
Construction (Year 1 & 2) Moldable materials (Year 3, 4, 5 & 6)	Safely use and explore a variety of different materials, tools and techniques, experimenting with colour, design, texture, form and function.	Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects?	Can they make sensible choices as to which material to use for their construction? Can they develop their own ideas from initial starting points?	Do they select the most appropriate material? Can they use a range of techniques to shape and mold?	Do they use finishing techniques, showing an awareness of the audience?		