

Making

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<p>Physical Development -Match their developing physical skills to tasks and activities in the setting. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>I can safely use tools and materials.</p>	<p>I can choose appropriate resources and tools to make a product.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>I can choose a material for both its suitability and its appearance and explain why it has been selected.</p>	<p>I can choose and use appropriate tools from a wider range to perform practical tasks.</p>	<p>I use a range of appropriate tools competently.</p>	<p>I select and use specialist tools and equipment to perform practical tasks accurately.</p>	
<p>Mathematics -Combine shapes to make new ones- an arch, a bigger triangle, etc.</p>	<p>I can choose materials which would be good to make things with</p>	<p>I can use a range of materials to make a product, including construction materials, textiles and ingredients.</p>	<p>I use a range of materials to make a product, including construction materials, textiles and ingredients and explain why the materials have been selected.</p>	<p>I can think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.</p>	<p>I can choose suitable materials from a wider range and explain its suitability.</p>	<p>I can join and combine a range of materials competently.</p>	<p>I can select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities.</p>	
<p>Expressive Arts and Design -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Join different materials and explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Communication and Language -Show resilience and perseverance in the face of a challenge.</p>							
	<p>Expressive Arts and Design -Create collaboratively, sharing ideas, resources and skills.</p>							

Evaluating

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Communication and Language -Use talk to organise themselves and their play. -Be able to express a point of view.	I can say what I like or don't like about what I have made.	I am beginning to explore and evaluate a range of existing products by evaluating the product against the purpose.	I can explore and evaluate a range of existing products by looking at function and materials.	I can investigate and analyse an existing product by identifying whether it is fit for purpose and how easy it is to use.	I can explain why certain materials were used to make existing products.	I can evaluate appearance and function against original criteria.	I can critically evaluate the quality of the design, manufacture and fitness for purpose by comparing existing products	
Understanding the World -Talk about what they see, using a wide vocabulary.	Communication and Language -Ask questions to find out more and to check if they understand what has been said to them. -Articulate their thoughts in well-formed sentences.	I can evaluate my designs and products by saying how well they do the job they were designed for.	I can evaluate my ideas and products against set design criteria.	I can prove that my design meets some set criteria and evaluate how well it works.	I can evaluate and suggest improvements for my design.	I am able to justify decisions made during the design process.	I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.	
	Expressive Arts and Design -Return to and build on their previous learning, refining ideas and developing their ability to represent them.							

Technical Knowledge

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Physical Development -Use one handed tools and equipment, for example making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show preference for a dominant hand.	I can use some appropriate words to talk about my ideas or products	I can explore and use simple mechanisms in my products.	I can build structures, exploring how they can be made stronger, stiffer and more stable	I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.	I am able to understand and use mechanical systems in my products.	I can understand and use electrical systems in my products.	I am able to control and model using an ICT control programme.	
Understanding the World -Explore how things work. -Talk about the differences between materials and changes they notice	Physical Development -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools- pencils, paintbrushes, scissors, knives, forks and spoons.							

Cooking and Nutrition

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I know some foods that are healthy and good for me.		I can tell you where my food comes from.	I can use a range of ingredients to prepare a healthy dish.	I can make healthy eating choices from an understanding of a balanced diet.		I can explore a range of cooking techniques to produce a healthy balanced dish.		
				I can use a range of ingredients to prepare a healthy dish, explain why the ingredients were chosen and the effects on the body.		I can measure out ingredients accurately and use ratios to scale up or scale down a recipe.		
				I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading or kneading.		I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
						I understand the importance of correct storage and handling of ingredients.		

Cultural Capital

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