



		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
EYFS		Year 1 and 2	Year 3 and 4	Year 5 and 6
Food		<p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately</p>	<p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>

		<p>Vocabulary</p> <p>Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing and ingredients.</p>	<p>Vocabulary</p> <p>Name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested and healthy/varied diet.</p>	<p>Vocabulary</p> <p>Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle and crumble.</p>
<u>Structures</u>		<p>Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project</p>	<p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <p>Know and use technical vocabulary relevant to the project</p>

		<p>Vocabulary</p> <p>Cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube and cylinder.</p>	<p>Vocabulary</p> <p>Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics and decision.</p>	<p>Vocabulary</p> <p>Frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary and permanent.</p>
<u>Textiles</u>	<p>Understand how simple 3-D textile products are made, using a template to create two identical.</p> <p>Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>Explore different finishing techniques. Know and use technical vocabulary relevant to the project shapes</p>	<p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</p> <p>Know and use technical vocabulary relevant to the project.</p>	

		<p>Vocabulary</p> <p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate and finish.</p>	<p>Vocabulary</p> <p>Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam and seam allowance.</p>	<p>Vocabulary</p> <p>Seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears and fastenings.</p>
<u>Mechanisms</u>		<p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>Explore and use wheels, axles and axle holders.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Understand and use lever and linkage mechanisms.</p> <p>Distinguish between fixed and loose pivots.</p> <p>Know and use technical vocabulary relevant to the project</p>	<p>Understand that mechanical and electrical systems have an input, process and an output.</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>

		<p>Vocabulary</p> <p>Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used.</p>	<p>Vocabulary</p> <p>Mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating and reciprocating.</p>	<p>Vocabulary</p> <p>Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process and output.</p>
<u>Electrical Systems</u>		NA	<p>Understand and use electrical systems in their products linked to science coverage.</p> <p>Apply their understanding of computing to program and control their products.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Understand and use electrical systems in their products linked to science coverage.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Know and use technical vocabulary relevant to the project.</p>

				<p>Vocabulary</p> <p>Series circuit, fault, connection, toggle switch, push -to -make switch, push -to - break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device and output device.</p>		<p>Vocabulary</p> <p>reed switch, toggle switch, push -to - make switch, push -to -break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit and parallel circuits.</p>	
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Generating Ideas</u>	<ul style="list-style-type: none"> * I can begin to try out new activities that are presented to me. * I can begin to use drawings to record my ideas and experience. 	<ul style="list-style-type: none"> * I can try out different activities and make sensible choices about what to do next. * I can use drawing to record ideas and experience. 	<ul style="list-style-type: none"> * I can try out different activities and make sensible choices about what to do next. * I can use drawing to record ideas and experience. 	<ul style="list-style-type: none"> * I can gather and review information and resources related to ideas and intentions. * I can use a sketchbook for different purposes, including recording 	<ul style="list-style-type: none"> * I can select and use relevant resources to develop ideas. * I can use a sketchbook and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For example 	<ul style="list-style-type: none"> * I can engage in open ended research and exploration initiating and developing my own ideas. * I can confidently use a 	<ul style="list-style-type: none"> * I can independently develop a range of ideas which show my curiosity, imagination and originality. * I can systematically investigate, research and test ideas and plans using

				observations, planning and shaping ideas.	sketchbooks may show several versions of an idea and how research has led to improvements and outcomes)	sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. * I can use ICT to investigate art, craft and design of genres, styles and traditions.	sketchbooks and other appropriate approaches. (For example sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).
<u>Making</u>	<p>* I can begin to choose techniques and tools I want to use.</p> <p>* ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>* I can purposefully choose particular techniques for a given purpose or planned effect, for example I am going to do a pattern, or I want to mix these colours together to make...</p> <p>* I can use materials purposefully to achieve particular characteristics or qualities. For example, use silver paint or paper to make it shiny.</p>	<p>* I can purposefully choose particular techniques for a given purpose or planned effect, for example I am going to do a pattern, or I want to mix these colours together to make...</p> <p>* I can develop some care and control over the range of materials I use. For example they don't always accept the first mark they make and seek to refine or improve.</p>	<p>* I can develop practical skills by experimenting with, and testing the qualities of a range of materials and techniques.</p> <p>* I can select and use, appropriately, a variety of materials and techniques in order to create my own artwork.</p>	<p>* I can investigate the nature and qualities of different materials and processes systematically.</p> <p>* I can select and use, appropriately, a variety of materials and techniques in order to create my own artwork.</p>	<p>* I can confidently investigate and exploit the potential with new and unfamiliar materials. (For example try several different ways of using tools and materials that are new to them).</p> <p>* I can use acquired technical skills to make work which effectively reflects my ideas and intentions.</p>	<p>* I can independently take action to refine technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>* I can independently select and effectively use relevant processes in order to create a successful piece of finished work.</p>

<p><u>Exploring and developing ideas.</u> <u>Knowledge and understanding</u> (Ongoing)</p>	<p>* I can begin to explore ideas from observation, experience and imagination. * I can discuss my work with adults and peers. * ELG - Share their creations, explaining the process they have used.</p>	<p>* I can recognise and describe some simple characteristics of different kinds of art, craft and design. * I know the names of some tools, techniques I can use in art, for example drawing, painting, pastels, paint, chalk, lines, patterns, colours. * I can record, develop and explore ideas from first hand observation, experience and imagination. * I can ask and answer questions about the starting points in my work.</p>	<p>* I know that different forms of creative works are made by artists, craft makers and designers from all cultures and times. * I can talk about materials, techniques and processes I have used, using appropriate vocabulary. * I can record and explore ideas from first hand observation, experience and imagination. * I can ask and answer questions about the starting points in my work.</p>	<p>* I can describe the work of some artists, craftspeople, architects and designers. * I can explain how to use some of the tools and techniques they have chosen to use in their work. * I can select and record from first hand observation, experience and imagination. * I can question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>* I can describe some key ideas and techniques of a variety of artists, craft makers, architects and designers I have studied. * I can demonstrate how tools I have chosen to work with should be used effectively and safely. * I can select and record from first hand observation, experience and imagination. * I can question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>* I can research and discuss ideas and approaches of various artists, crafts people, architects and designers, taking into account their particular cultural context and intentions. * I can describe the process I am using in my art work and how I hope to achieve a high quality outcome. * I can select and record from first hand observation, experience and imagination and explore ideas for different purposes, * I can question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>* I can describe, interpret and explain the work, ideas and practises of some significant artists, crafts people, architects and designers taking account of the influence of different historical, cultural and social contexts in which they have worked. * I know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. * I can question and make thoughtful observations about starting points and select ideas to use in their work.</p>
<p><u>Evaluating and developing</u></p>	<p>* I can discuss my work and say how I feel</p>	<p>* I can show interest in and describe what I think about the works</p>	<p>* I can look at creative work and express clear</p>	<p>* I can take time to reflect on what I like and dislike about my</p>	<p>* I can regularly reflect upon my art work and use comparison with the work</p>	<p>* I can regularly analyse and reflect on my</p>	<p>* I can provide a reasoned evaluation of my own and</p>

<p><u>work</u> (Ongoing)</p>	<p>about it. * ELG- Share their creations, explaining the process they have used.</p>	<p>of others. * Identify what they might change in their own work or develop in their future work.</p>	<p>preferences and reasons for these, for example I like that because... I like the way it...because...</p>	<p>work in order to improve it. * I can recognise artists that have demonstrated similar styles and techniques.</p>	<p>of others (pupils and artists) to identify ways I can improve. * I can begin to annotate work in my sketchbook.</p>	<p>progress taking into account what I hoped to achieve. * I can identify similarities and differences in style between artists, designers and architects.</p>	<p>professionals' work, which takes account of the starting points, intentions and context behind the art work. * I can annotate work in my sketchbook.</p>
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