	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	• Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and myself • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	• have own ideas explain what I want to do • explain what my product is for, and how it will work • use pictures and words to plan, begin to use models • design a product for myself following design criteria • research similar existing products	• have own ideas and plan what to do next • explain what I want to do and describe how I may do it explain purpose of product, how it will work and how it will be suitable for the user • describe design using pictures, words, models, diagrams, begin to use ICT • design products for myself and others following design criteria • choose best tools and materials, and explain choices use knowledge of existing products to produce ideas	• begin to research others' needs • show design meets a range of requirements • describe purpose of product • follow a given design criteria have at least one idea about how to create product • create a plan which shows order, equipment and tools describe design using an accurately labelled sketch and words • make design decisions * • explain how product will work • make a prototype begin to use computers to show design	• use research for design ideas • show design meets a range of requirements and is fit for purpose begin to create own design criteria • have at least one idea about how to create product and suggest improvements for design. • produce a plan and explain it to others • say how realistic plan is. • include an annotated sketch make and explain design decisions considering availability of resources • explain how product will work make a prototype begin to use	• use internet and questionnaires for research and design ideas • take a user's view into account when designing • begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • create own design criteria • have a range of ideas • produce a logical, realistic plan and explain it to others. • use cross-sectional planning and annotated sketches • make design decisions considering	• draw on market • research to inform • design use research of user's individual needs, wants, requirements for design • identify features of design that will appeal to the intended user • create own design criteria and specification • come up with innovative design ideas • Follow and refine a logical plan. • use annotated sketches, cross sectional planning and exploded diagrams • make design decisions, considering, resources and cost

					computers to show design.	time and resources. clearly explain how parts of product will work. model and refine design ideas by making prototypes and using pattern pieces. use computer-aided designs	• clearly explain how parts of design will work, and how they are fit for purpose independently model and refine design ideas by making prototypes and using pattern pieces • use computer-aided designs
Make	• Construct with a purpose, using a variety of resources Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components • Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording Understand	• explain what I'm making and why consider what I need to do next select tools/equipment to cut, shape, join, finish and explain choices • measure, mark out, cut and shape, with support • choose suitable materials and explain choices • try to use finishing techniques to make product look good • work in a safe and hygienic manner	• Explain what I am making and why it fits the purpose make suggestions as to what I need to do next. • Join materials/ components together in different ways measure, mark out, cut and shape materials and components, with support. • describe which tools I'm using and why • Choose suitable materials and explain choices depending on characteristics.	• Select suitable tools/equipment, explain choices; begin to use them accurately • Select appropriate materials, fit for purpose. • work through plan in order • consider how good product will be begin to measure, mark out, cut and shape materials/ components with some accuracy begin to assemble, join and combine	• select suitable tools and equipment, explain choices in relation to required techniques and use accurately select appropriate materials, fit for purpose; explain choices • Work through plan in order. • realise if product is going to be good quality • measure, mark out, cut and shape materials/comp onents with some accuracy	• use selected tools/equipment with good level of precision • produce suitable lists of tools, equipment/materials needed • select appropriate materials, fit for purpose; explain choices, considering functionality create and follow detailed step by-step plan • explain how product will appeal to an audience	• use selected tools and equipment precisely • produce suitable lists of tools, equipment, materials needed, considering constraints • select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics • create, follow, and adapt detailed step-by-step plans explain how

	different media can be combined for a purpose		use finishing techniques to make product look good work safely and hygienically	materials and components with some accuracy begin to apply a range of finishing techniques with some accuracy	assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques with some accuracy	• mainly accurately measure, mark out, cut and shape materials/components • mainly accurately assemble, join and combine materials/components • mainly accurately apply a range of finishing techniques • use techniques that involve a small number of steps • begin to be resourceful with practical problems	product will appeal to audience; make changes to improve quality accurately measure, mark out, cut and shape materials/ components • accurately assemble, join and combine materials/comp onents • accurately apply a range of finishing techniques • use techniques that involve a number of steps • be resourceful with practical problems
Evaluate	• Adapt work if necessary Dismantle, examine, talk about existing objects/structure s Consider and manage some risks Practise some appropriate safety measures independently	• talk about my work, linking it to what I was asked to do • talk about existing products considering: use, materials, how they work, audience, where they might be used	• describe what went well, thinking about design criteria • talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion	• look at design criteria while designing and making • use design criteria to evaluate finished product say what I would change to make design better	• refer to design criteria while designing and making • use criteria to evaluate product begin to explain how I could improve original design • evaluate existing products,	• evaluate quality of design while designing and making • Evaluate ideas and finished product against specification, considering purpose and appearance. • test and evaluate final	• Evaluate quality of design while designing and making; is it fit for purpose? • Keep checking design is best it can be. • Evaluate ideas and finished product against specification,

- Talk about how things work - Look at similarities and differences between existing objects / materials / tools - Show an interest in technological toys Describe textures	talk about existing products, and say what is and isn't good - talk about things that other people have made - begin to talk about what could make product better	evaluate how good existing products are talk about what I would do differently if I were to do it again and why	- begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose - begin to understand by whom, when and where products were designed learn about some inventors/ - designers/ engineers/chefs / manufacturers of ground breaking product	considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose discuss by whom, when and where products were designed - research whether products can be recycled or reused know about some inventors/ - designers/ engineers/chefs /manufacturers of ground-breaking products	product evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose begin to evaluate how much products cost to make and how innovative they are - research how sustainable materials are - talk about some key inventors/ designers/ engineers/ chefs/ manufacturers of ground breaking products	stating if it's fit for purpose - Test and evaluate final product; explain what would improve it and the effect different resources may have had - Complete thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose - Evaluate how much products cost to make and how innovative they are - research and discuss how sustainable materials are consider the impact of products beyond their

							intended purpose discuss some key inventors/designers/ engineers/ chefs/ • manufacturers of ground breaking products