

ASSESSING

Nursery

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Knowledge How to model different materials.</p> <p>Skills Cutting and sticking.</p>	<p>Knowledge Notice and explain changes.</p> <p>Skills Can mix. Can use a wooden spoon.</p>	<p>Knowledge How to assemble materials.</p> <p>Skills Can use a hole punch.</p>	<p>Knowledge How to construct a house.</p> <p>Skills Can use building bricks. Can share their creation.</p>	<p>Knowledge</p> <p>Skills</p>	<p>Knowledge How to construct and join materials.</p> <p>Skills Can join different materials.</p>
END POINTS					
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>					

Reception

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Knowledge</p> <p>Skills</p>	<p>Knowledge How to model different materials to make a moving product.</p> <p>Skills Make a vehicle.</p>	<p>Knowledge How to design a vehicle.</p> <p>Skills Can explain how they made their vehicle.</p>	<p>Knowledge How to join materials.</p> <p>Skills Can join materials to make a flower.</p>	<p>Knowledge</p> <p>Skills</p>	<p>Knowledge How to construct a product with a variety of different materials.</p> <p>Skills Can edit and improve a product.</p>
END POINTS					

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Share their creations, explaining the process they have used.
Use a range of small tools, including scissors, paint brushes and cutlery
Begin to show accuracy and care when drawing.

YEAR 1

Check Points Aut 1 Food and Nutrition	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2 Structures	Check Points Sum 1	Check Points Sum 2 Mechanisms
<p>Knowledge Know a variety of common fruits. Know the 5 a day rule. Know that animals are reared, caught or farmed. Know about food Hygiene.</p> <p>Skills Use the bridge and claw chopping holds safely. Assemble a product.</p>			<p>Knowledge Know a freestanding structure. Know that hinges move in different ways. Know suitable materials based on their scientific knowledge of properties.</p> <p>Skills Join suitable materials to build a freestanding structure. Make a hinge mechanism.</p>		<p>Knowledge Know what a lever is. Know what a slider is. Know that different mechanisms move differently.</p> <p>Skills Create mechanisms (Independently).</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 1 pupils should:</p> <ul style="list-style-type: none"> - Know the simple working characteristics of materials and components - Know the movement of simple mechanisms - Know how freestanding structures can be made stronger, stiffer and more stable - Know and use the correct technical vocabulary - Know that food comes from plants or animals and that it is farmed or caught. - Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day. 	<p>By the end of Year 1 pupils should be able to:</p> <ul style="list-style-type: none"> • use simple design criteria; state what their products are, who and what they are for and how they will work. • generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computer. • plan by suggesting what to do next; select from a range of tools, equipment, materials and components. • follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. • make simple judgements about their products and ideas against design criteria. • explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.

YEAR 2

Check Points Aut 1	Check Points Aut 2 Mechanisms	Check Points Spr 1 Cooking and Nutrition	Check Points Spr 2	Check Points Sum 1 Textiles	Check Points Sum 2
	<p>Knowledge Know the purpose of axles, axle holders and chassis. Know that axles and axle holders are mechanisms that cause movement. Know the difference between fixed and freely moving axles.</p> <p>Skills Build a moving mechanism.</p>	<p>Knowledge Know a variety of vegetables. Know that animals are reared, caught or farmed. Know and demonstrate kitchen hygiene rules. Know the safe chopping holds.</p> <p>Skills Use the bridge and claw chopping holds safely. Chop a variety of hard vegetables. Assemble a dish.</p>		<p>Knowledge Know what a pattern template is. Know why we use a paper template. Know a range of textiles equipment and materials. Know running stitch.</p> <p>Skills Use a pattern template. Join fabrics together.</p>	
END POINTS					

Knowledge	Skills
<p>By the end of Year 2 pupils should know:</p> <ul style="list-style-type: none"> Know the simple working characteristics of materials and components Know the movement of simple mechanisms Know that materials can be cut, shaped and altered for a specific purpose. Know that materials can be joined using a variety of techniques. Know that food comes from plants or animals and that it is farmed or caught. Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day. 	<p>By the end of Year 2 pupils should be able to:</p> <ul style="list-style-type: none"> use simple design criteria; state what their products are, who and what they are for and how they will work. generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computer. plan by suggesting what to do next; select from a range of tools, equipment, materials and components. follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. make simple judgements about their products and ideas against design criteria. explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.

YEAR 3

Check Points Aut 1	Check Points Aut 2 Food and Nutrition	Check Points Spr 1	Check Points Spr 2 Mechanical Systems	Check Points Sum 1	Check Points Sum 2 Shell Structures
	Knowledge		Knowledge		Knowledge

	<p>Know a wide variety of vegetables. Know the categories of the eatwell plate. Know why a variety of food is needed in a healthy diet. Know that food products are made of several ingredients.</p> <p>Skills Use the bridge and claw chopping holds safely. Chop a variety of vegetables of the same size.</p>		<p>Know a variety of linkages and levers. Know the difference between fixed and loose pivots. Know the four types of movement.</p> <p>Skills Join, cut and manipulate materials. Build moveable products.</p>		<p>Know a variety of deconstructed nets. Know different methods to strengthen a structure. Know the three R's.</p> <p>Skills Construct a 3D shape from a net. Join suitable materials to create a stable shell structure.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 3 pupils should:</p> <ul style="list-style-type: none"> know that materials have functional and aesthetic qualities know that systems have an input, process and output know how to make strong, stiff shell structures Know how to identify the features of a shell structure. know how to prepare a variety of dishes safely and hygienically; know that a healthy diet is made from a variety and balance of different food and drink know that food and drink are needed to provide energy for the body. 	<p>By the end of Year 3 pupils should be able to:</p> <ul style="list-style-type: none"> gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work. generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. order the main stages of making select suitable tools, equipment, materials and components and explain their choices. follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy. evaluate their ideas and products against their design criteria. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

YEAR 4

Check Points Aut 1	Check Points Aut 2 Food and Nutrition	Check Points Spr 1 Electrical Systems	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2 Textiles
	Knowledge Know the five food groups and match salad	Knowledge Know the components of an electrical switch.			Knowledge Know how to make a pattern template.

	<p>components to create a balanced dish. Know that different foods provide us with different types of energy. Know health and safety and hygiene rules. Know some processed foods.</p> <p>Skills Assemble and present a healthy dish.</p>	<p>Know how to close a circuit.</p> <p>Skills Make a circuit. Make a 3D product with a closed circuit. Select materials based on their properties.</p>			<p>Know how to create running and back stitch.</p> <p>Skills Make and use a simple paper template. Join fabrics together with stitching. Add a fastening.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 4 pupils should:</p> <ul style="list-style-type: none"> • know that materials have functional and aesthetic qualities • know that systems have an input, process and output • Know how to cut, shape and manipulate materials. • Know a variety of joining techniques. • know that food is grown, reared and caught in the UK, Europe and the wider world. • know how to prepare a variety of dishes safely and hygienically; • know that a healthy diet is made from a variety and balance of different food and drink • know that food and drink are needed to provide energy for the body. 	<p>By the end of Year 4 pupils should be able to:</p> <ul style="list-style-type: none"> • gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work. • generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. • order the main stages of making. • select suitable tools, equipment, materials and components and explain their choices. • follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy. • evaluate their ideas and products against their design criteria. • investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work. • know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

YEAR 5

Check Points Aut 1	Check Points Aut 2 Mechanisms	Check Points Spr 1 Textiles	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2 Food and Nutrition
	Knowledge Know the input, process and	Knowledge Know that you can design a			Knowledge Know a variety of seasonal

	<p>output of a pulley. Know the function of a pulley. Know the parts of a pulley. Know that pulleys produce movement of heavy objects. Skills Join, cut and manipulate materials. Build moveable products.</p>	<p>product using CAD including seam allowance and annotation. Know how to make a complex pattern template considering shape detail. Know how to run, back and over-sew stitch. Skills Make and use a complex paper template. Join fabrics together with different stitching.</p>			<p>fruit and vegetables. Know what seasonality means. Know and demonstrate kitchen hygiene rules. Skills Follow a recipe.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 5 pupils should:</p> <ul style="list-style-type: none"> know that materials have functional and aesthetic qualities know that systems have an input, process and output know how to program a computer to control and monitor their products Know how to design a pattern using CAD. Know how to cut, shape and manipulate materials. Know a variety of joining and decorative techniques. know that food is grown, reared and caught in the UK, Europe and the wider world know that seasons may affect the food available know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source know that different food and drink contain nutrients, water and fibre that are needed for health. 	<p>By the end of Year 5 pupils should be able to:</p> <ul style="list-style-type: none"> carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy. identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements. investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are. know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

YEAR 6

Check Points Aut 1 Food and Nutrition	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2 Electrical Systems	Check Points Sum 1 Structures	Check Points Sum 2
Knowledge Know a variety of cultural			Knowledge Know that mechanical and	Knowledge Know a variety of 3D	

<p>foods. Know the six key bread ingredients. Know a range of presentation techniques. Skills Make bread. Follow a step by step recipe.</p>			<p>electrical systems have an input, process and an output. Know how to program, monitor and control their products. Know a range of finishing techniques. Skills Know how to build a circuit with a switch, buzzer/bulb.</p>	<p>structures. Know how to join materials to create a stable structure. Know how to join a frame. Know a range of finishing techniques. Know how to cut, shape and join materials. Know the properties of materials. Skills Follow a step by step plan.</p>	
END POINTS					

Knowledge	Skills
<p style="text-align: center;">By the end of Year 6 pupils will:</p> <ul style="list-style-type: none"> ● know that materials have functional and aesthetic qualities ● know that systems have an input, process and output ● know how to program a computer to control and monitor their products ● know how to reinforce and strengthen a framework ● know to design a product fit for purpose. ● know that food is grown, reared and caught in the UK, Europe and the wider world ● know that seasons may affect the food available ● know how food is processed into ingredients ● know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source ● know that different food and drink contain nutrients, water and fibre that are needed for health. 	<p style="text-align: center;">By the end of Year 6 pupils should be able to:</p> <ul style="list-style-type: none"> ● carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work ● generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design. ● formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and components and explain their choices ● follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy. ● identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements. ● investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work, and how innovative and sustainable they are. ● know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.