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	EYFS	Year 1;**Vocabulary in bold**	Year 2 **Vocabulary in bold**	Year 3 **Vocabulary in bold**	Year 4 **Vocabulary in bold**	Year 5 **Vocabulary in bold**	Year 6 **Vocabulary in bold**
Design	I can use **3D and 2D** structures to explore materials and/or to express ideas. I can use my increasing knowledge of tools and materials to explore my interests and enquiries and develop my thinking.	I can draw on my own experiences to help generate ideas. I can suggest ideas and explain what I am going to do. I can identify a target group for what I intend to **design and make.** I can use pictures and words to plan and begin to use **models**. I can develop my design ideas applying findings from research.	I can generate my ideas by drawing on my own and other people's experiences. I can develop my design ideas through discussion, observation, drawing and modelling. I can identify a **purpose** for what I intend to design and make. I can identify simple design **criteria**, using pictures, words, models, diagrams and beginning to use ICT. I can make simple drawings and label parts.	I can generate ideas for an item, considering its **purpose** and the user/s. I can identify a purpose and establish **criteria** for a successful **product**. I can plan the order of my work before starting. I can explore, develop and communicate design proposals by modelling ideas. I can make drawings with labels when designing. I can begin to use computers to show my designs	I can generate my ideas, considering the **purposes** for which I am designing. I can make labelled drawings from different views showing specific **features.** I can begin to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative of making, if the first attempt fails. I can use computers to show my design.	I can generate ideas through brainstorming and identify a **purpose** for my **product**. I can draw up a **specification** for my design. I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. I can begin to use computer-aided designs.	I can communicate my ideas through detailed, labelled drawings. I can develop a design **specification.** I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways. I can plan the order of my work, choosing appropriate materials, tools and techniques. I can use computer-aided designs.

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Make	I can use various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. I can use tools for a purpose. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can show increasing control in holding, using and manipulating a range of tools and objects. I can hold mark-making tools with thumb and all four fingers (Palmer grip). I can manipulate a range of tools and equipment in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. I can use simple tools to effect changes on materials. I can handle tools, objects, construction and malleable materials safely and with increasing control and intention.	I can make my **design** using appropriate **techniques**. I can **measure, mark out, cut and shape** a range of materials. I can use tools e.g. scissors or a hole punch, safely. I can **assemble, join and combine** materials and components together, using a variety of temporary methods, e.g. glues or masking tape. I can discuss how to make an activity **safe and hygienic** I can understand that different media can be combined for a purpose. I can use simple **finishing** techniques to improve the appearance of my product.	I can begin to select tools and materials, using appropriate vocabulary to name and describe them. I can **measure, cut and score** with some accuracy. I can use hand tools safely and appropriately. I can **assemble, join and combine** materials in order to make a product. I can **cut, shape and join** fabric to make a simple garment and use basic sewing techniques. I can work **safely and hygienically**. I can choose and use appropriate finishing techniques.	I can select the tools and **techniques** needed for making my product. I can **measure, mark out, cut, score and assemble** components with more accuracy. I can work **safely** and accurately with a range of simple tools. I can think about my ideas as I make progress and be willing to change things if it helps me to improve my work. I can begin to **tape or pin, cut and join** fabric with some accuracy. I can use **finishing techniques** to **strengthen** and improve the appearance of my product using a range of equipment including ICT.	I can select the appropriate tools and **techniques** for making my product. I can **measure, mark out, cut and shape** a range of materials, using appropriate tools, equipment and techniques. I can **join and combine** materials and components mainly accurately in temporary and permanent ways. I can sew using a range of different **stitches, weave and knit**. I can **measure, tape or pin, cut and join** fabric with some accuracy. I can use simple graphical communication techniques.	I can use selected tools and equipment with a good level of **precision**. I can select appropriate materials, **fit for purpose**.; explain choices, considering **functionality** I can **measure, mark out, cut and shape** accurately. I can produce a suitable list of tools, equipment and materials needed. I can create and follow a detailed **step-by-step** plan. I can **assemble, join and combine** materials/components accurately. I can mainly accurately apply a range of **finishing** techniques.	I can use selected tools and equipment **precisely**. I can produce a suitable list of tools, equipment, materials needed, considering **constraints**. I can select appropriate materials **fit for purpose**; explain choices, considering **functionality and aesthetics**. I can create, follow and adapt detailed **step-by-step** plans. I can make **modifications** to improve the quality of my work. I can use techniques that involve a number of steps. I can **pin, sew and stitch** materials together to create a product. I can achieve a quality product.

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	I can use a range of small tools, including scissors, paint brushes and cutlery.						

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Evaluate	I can share my creations, explaining the processes I have used.	I can **evaluate** my work by discussing how well it works in relation to the purpose. I can begin to evaluate my product as it is developed, identifying **strengths** and possible **changes** I might make. I can begin to talk about what would make my product better. I can talk about existing products considering use, materials, how they work, audience and where they might be used. I can talk about existing products, and say what is and isn't good.	I can begin to **evaluate** my work against my design **criteria.** I can evaluate my product as it is **developed, identifying strengths** and possible **changes** I might make. I can talk about my ideas saying what I like and dislike about them. I can talk about what I would do differently if I were to do it again and why. I can express a personal opinion about existing products, considering use materials, how they work, audience and where they might be used. I can evaluate how good existing products are.	I can look at my **design criteria** while designing and making. I can use my design criteria to evaluate my finished product. I can say what I would change to make my design better. I can begin to **evaluate** existing products, considering how well they've been made, materials, whether they work, how they've been made and whether they're fit for purpose. I can begin to understand by whom, when and where the products were designed. I can learn about some **inventors/designers/engineers/chefs/manufacturers** of ground-breaking products	I can refer to my **design criteria** while designing and making. I can begin to explain how I could improve my original design. I can use my design criteria to evaluate my finished **product** with increasing confidence. I can evaluate existing products, considering how well they've been made, materials, whether they work, how they've been made and whether they're **fit for purpose**. I can discuss by whom, when and where products were designed. I can research whether products can be **recycled or reused**. I know about some **inventors/designers/engineers/chefs/manufacturers** of ground-breaking products.	I can evaluate the **quality** of my design while designing and making. I can evaluate my ideas and finished product against the **specification, considering purpose and appearance.** I can test and evaluate my final product. I can **evaluate** and discuss existing products, considering how well they've been made, materials, whether they work, how they have been made and whether they are **fit for purpose**. I can begin to evaluate how much products cost to make and how innovative they are. I can research **sustainable** materials. I can talk about some key **inventors/designers/engineers/chefs/manufacturers** of ground-breaking products.	I can evaluate the **quality** of my design while designing and making and consider whether it is **fit for purpose.** I can keep checking that the design is the best it can be as I make it. I can evaluate my ideas and the finished product against the **specification,** stating if it's **fit for purpose.** I can test and evaluate my final product, explaining what would improve it and the effect different resources may have had. I can do thorough evaluations of existing products, considering how well they've been made, materials, how well they work, how they've been made and whether they're fit for purpose. I can evaluate how much products cost to make and how **innovative** they are. I can research and discuss how **sustainable** materials are. I can explain the impact of products beyond their intended purpose. I can discuss some key **inventors/designers/engineers/chefs/ manufacturers** of ground-breaking designs.

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Technical Knowledge - Materials/Structures including Textiles	I can begin to choose suitable **materials**. I can begin to **measure and join** materials with some support. I can describe **differences** in materials. I can suggest ways to make a material/product **stronger**.			I can use appropriate materials, considering **appearance and functionality**. I can work accurately to make **cuts and holes**. I can **join** materials in different ways, considering what would be the most appropriate method. I can begin to make **strong structures**.		I can select materials carefully, considering the intended use of the **product** and the **appearance**. I can use my own **template**. I can **measure** accurately enough to ensure precision. I can ensure the product is **strong** and fit for purpose. I can begin to **reinforce and strengthen** a 3D frame. I can think about ways to improve my product, to make it stronger and look better.	
	I can **measure** materials I can describe some different **characteristics** of materials. I can **join** materials in some different ways. I can use **joining, rolling or folding** to make it stronger. I can suggest my own ideas to try to make a product **stronger**. I can begin to make **3D structures** with materials			I can think about the user when choosing materials. I can **measure** carefully to avoid mistakes. I can explain how to **join** things in different ways. I can begin to make a **template** for my work. I can continue working on a **product** even if the original didn't work. I can consider how to make a **strong, stiff** structure.		I can select materials carefully, considering intended use of the product, the **aesthetics and functionality**. I can make a **product attractive and strong**. I can **reinforce and strengthen** a 3D frame. I can think about how the product might be sold.	
Technical Knowledge- Mechanisms		I can use **levers or slides**. I can begin to understand how to use **wheels and axles**.		I can use simple **lever and linkages** to create movement, I can use **pneumatics** to create movement.		I can begin to use **cams, pulleys or gears** to create movement.	

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Technical Knowledge - Food and Nutrition		I can describe **textures**. I can understand that I need to wash hands and clean surfaces. I can think of interesting ways to **decorate** food. I can say where some foods come from (i.e. plant or animal) I can describe differences between some food groups (i.e. sweet, vegetables, etc.) I can discuss how fruit and vegetables are **healthy**. I can **cut, peel and grate** safely with support. I can begin to use the basic principles of a **healthy diet** to prepare dishes. I can explain **hygiene** and keep a hygienic kitchen. I can describe the properties of ingredients and the importance of a **varied diet**. I can describe how food is **farmed, home-grown, caught**. I can draw an eat well plate and explain that there are groups of food. I can describe **"five a day"**.		I can carefully select **ingredients**. I can use equipment safely. I can make products look **attractive**. I can think about how to grow plants to use in cooking. I can begin to understand that food comes from the **UK and the wider world**. I can begin to describe and explain how a **healthy diet** equals **variety/balance of food/drinks**. I can begin to explain how food and drink are needed for **active, healthy bodies**. I can begin to prepare, explain and cook some dishes safely and hygienically. I can begin to use more of a variety of techniques: **peeling, chopping, slicing, grating, mixing, spreading, kneading and baking**. I can understand that ingredients can be **fresh, pre-cooked or processed**.		I can explain how to be **safe/hygienic** and follow my own guidelines. I can present the **product** well, thinking about **attractiveness, interesting** ways and whether it is **fit for purpose**. I can begin to understand the **seasonality** of foods. I can understand that food can be **grown, reared or caught** in the UK and the wider world. I can describe how recipes can be adapted to change the **appearance, taste, texture or aroma**. I can explain how there are different substances in food/drink needed for **health**. I can prepare and cook some predominantly **savoury** dishes safely and hygienically, including where appropriate, use of a **heat source**. I can use a wide range of techniques such as **peeling, chopping, slicing, grating, mixing, spreading, kneading and baking**.	
Technical Knowledge - Electrical				I can use a simple circuit in a product I can learn about how to program a computer to control a product I can use a number of components in a circuit. I can program a computer to control a product.		I can incorporate a switch into a product. I can confidently use a number of components in a circuit. I can begin to be able to program a computer to monitor changes in the environment and control a product. I can use different types of circuit in a product. I can think of ways in which adding a circuit would improve a product. I can program a computer to monitor changes in the environment and control a product.	