		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 –	Cooking – gingerbread	Draw on their own experience to help generate ideas.
	My School and	men	Suggest ideas and explain what they are going to do.
	Me		Use basic food handling hygienic practices and personal hygiene.
		Linked to literacy	Use simple finishing techniques.
		Linked to science	Evaluate their product by discussing how well it works in relation to the purpose.
			Evaluate their products as they are developed, identifying strengths and possible changes they might make.
			• Evaluate their products by asking questions about what they have made and how they have gone about it.
	Autumn 2 –	Construction – bird	Draw on their own experience to help generate ideas.
	An Island	feeders	Suggest ideas and explain what they are going to do.
	Home		Develop their design ideas, applying findings from their earlier research.
		Linked to science	Make their design using appropriate techniques.
		Linked to PSHE	With help, measure, mark out, cut and shape a range of materials.
			Use tools (e.g. scissors, hole punch) safely.
			Assemble, join and combine materials and components together using a variety of temporary methods (e.g.
			glues or masking tape)
			Evaluate their product by discussing how well it works in relation to the purpose.
			Evaluate their products as they are developed, identifying strengths and possible changes they might make.
			Evaluate their products by asking questions about what they have made and how they have gone about it.
	Spring 1 –	Construction – Stone	Draw on their own experience to help generate ideas.
	D.I.Y – Tools of	Age Huts	Suggest ideas and explain what they are going to do.
	the Past		Identify a target group for what they intend to design and make.
		Linked to history	Model their ideas in card and paper.
			Develop their design ideas, applying findings from their earlier research.
			Make their design using appropriate techniques.
(I)			Use tools (e.g. scissors, hole punch) safely.
ne			Assemble, join and combine materials and components together using a variety of temporary methods (e.g.
_			glues or masking tape)
0			Use simple finishing techniques.
_			Evaluate their product by discussing how well it works in relation to the purpose.
a			Evaluate their products as they are developed, identifying strengths and possible changes they might make.
, O		Cooking – bread	Evaluate their products by asking questions about what they have made and how they have gone about it.
>		COOKING DICUU	2.

	Linked to history	Select and use appropriate fruit and vegetables, processes and tools.
		Use basic food handling hygienic practices and personal hygiene.
		Evaluate their product by discussing how well it works in relation to the purpose.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.
	Form and shape – clay	Evaluate their products by asking questions about what they have made and how they have gone about it.
	jewellery	3.
		Make their design using appropriate techniques.
	Linked to history	Use tools (e.g. scissors, hole punch) safely.
		Evaluate their product by discussing how well it works in relation to the purpose.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Evaluate their products by asking questions about what they have made and how they have gone about it.
Spring 2 –	Construction – animal	Draw on their own experience to help generate ideas.
Around the	puppets	Suggest ideas and explain what they are going to do.
World in 80		Model their ideas in card and paper.
Days	Linked to art	Make their design using appropriate techniques.
		With help, measure, mark out, cut and shape a range of materials.
		Use simple finishing techniques.
		Evaluate their product by discussing how well it works in relation to the purpose.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Evaluate their products by asking questions about what they have made and how they have gone about it.
Summer 1 –	Construction – building	Draw on their own experience to help generate ideas.
Best of British	castles with moving	Suggest ideas and explain what they are going to do.
	draw bridges	Model their ideas in card and paper.
		Develop their design ideas, applying findings from their earlier research.
	Linked to history	Make their design using appropriate techniques.
		With help, measure, mark out, cut and shape a range of materials.
		Use tools (e.g. scissors, hole punch) safely.
		Assemble, join and combine materials and components together using a variety of temporary methods (e.g.
		glues or masking tape)
		Use simple finishing techniques.
		Evaluate their product by discussing how well it works in relation to the purpose.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make. - The strength s
		Evaluate their products by asking questions about what they have made and how they have gone about it.

Summer 2 –	Cooking – plant	•	Draw on their own experience to help generate ideas.
Our Beautiful	biscuits	•	Suggest ideas and explain what they are going to do.
Blue Planet		•	Identify a target group for what they intend to design and make.
	Linked to science	•	Make their design using appropriate techniques.
		•	Select and use appropriate fruit and vegetables, processes and tools.
		•	Use basic food handling hygienic practices and personal hygiene.
		•	Evaluate their product by discussing how well it works in relation to the purpose.
		•	Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		•	Evaluate their products by asking questions about what they have made and how they have gone about it.

	Outcomes	Links to the progressions of skills document and the National Curriculum
Autumn 1 –	Sewing – fabric faces	Generate ideas by drawing on their own and other's experiences.
Who Do You	(could be made into	Develop their design ideas through discussion, drawings and modelling.
Think You Are?	cushions)	Identify a purpose for what they intend to design and make.
		Identify a simple design criteria.
	Linked to art	Make simple drawings and label parts.
		Begin to select tools and materials: use appropriate vocabulary to name and describe them.
		Cut, shape and join fabric to make a simple garment.
		Use basic sewing techniques.
		Evaluate against their design criteria.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.
Autumn 2 –	Construction –	Generate ideas by drawing on their own and other's experiences.
The Cradle of	pyramids	Develop their design ideas through discussion, drawings and modelling.
Civilisation		Identify a simple design criteria.
	Linked to history	Make simple drawings and label parts.
		Begin to select tools and materials: use appropriate vocabulary to name and describe them.
		Measure, cut and score with some accuracy.
		Use hand tools safely and appropriately.
		Assemble, join and combine materials in order to make a product.
		Choose and use appropriate finishing techniques.
		Evaluate against their design criteria.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.
Spring 1 –	Cooking – Roman	Develop their design ideas through discussion, drawings and modelling.
Innovation	honey cakes	Identify a purpose for what they intend to design and make.
and Legacy		Identify a simple design criteria.
	Linked to history	Make simple drawings and label parts.
		Follow procedures for food safety and hygiene.
		Choose and use appropriate finishing techniques.
		Evaluate against their design criteria.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.

		Talk about their ideas, saying what they like and dislike about them.
Spring 2 –	Construction –	Generate ideas by drawing on their own and other's experiences.
Character	underwater	Develop their design ideas through discussion, drawings and modelling.
	environment/	Identify a purpose for what they intend to design and make.
	aquarium	Identify a simple design criteria.
		Make simple drawings and label parts.
	Linked to science	Begin to select tools and materials: use appropriate vocabulary to name and describe them.
		Measure, cut and score with some accuracy.
		Use hand tools safely and appropriately.
		Assemble, join and combine materials in order to make a product.
		Evaluate against their design criteria.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.
		2.
	Sewing – money	Generate ideas by drawing on their own and other's experiences.
	holders (felt)	Develop their design ideas through discussion, drawings and modelling.
		Identify a purpose for what they intend to design and make.
	Linked to history	Identify a simple design criteria.
		Make simple drawings and label parts.
		Cut, shape and join fabric to make a simple garment.
		Use basic sewing techniques.
		Evaluate against their design criteria.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.
Summer 1 –	Construction – Viking	Generate ideas by drawing on their own and other's experiences.
Navigation	long boats	Develop their design ideas through discussion, drawings and modelling.
		Identify a purpose for what they intend to design and make.
	Linked to history	Identify a simple design criteria.
		Make simple drawings and label parts.
		Begin to select tools and materials: use appropriate vocabulary to name and describe them.
		Measure, cut and score with some accuracy.
		Use hand tools safely and appropriately.
		Assemble, join and combine materials in order to make a product.

		Choose and use appropriate finishing techniques.
		 Evaluate against their design criteria.
		Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.
Summer 2 –	Construction – tapestry	 Generate ideas by drawing on their own and other's experiences.
Artyfacts	(combining materials to	Develop their design ideas through discussion, drawings and modelling.
	make a larger image –	Identify a simple design criteria.
	does not <u>have</u> to	Make simple drawings and label parts.
	include sewing)	Begin to select tools and materials: use appropriate vocabulary to name and describe them
		Assemble, join and combine materials in order to make a product.
	Linked to art	Cut, shape and join fabric to make a simple garment.
		Use basic sewing techniques.
		Choose and use appropriate finishing techniques.
		Evaluate against their design criteria.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		 Talk about their ideas, saying what they like and dislike about them.
	Cooking – scones	2.
		Develop their design ideas through discussion, drawings and modelling.
	Linked to history	Identify a purpose for what they intend to design and make.
	,	Identify a simple design criteria.
		Make simple drawings and label parts.
		Follow procedures for food safety and hygiene.
		Choose and use appropriate finishing techniques.
		Evaluate against their design criteria.
		• Evaluate their products as they are developed, identifying strengths and possible changes they might make.
		Talk about their ideas, saying what they like and dislike about them.