



WallSEND Jubilee Primary School

Year 1

| Strand | Curriculum Objectives | Skills | |
|------------------------------|---|---|--|
| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> To design products that have a clear purpose and are appealing for themselves. To explore objects and designs to identify likes and dislikes. Develop and communicate their ideas through talking. Model their ideas through drawing. | <ul style="list-style-type: none"> Creates simple designs for a product. Use pictures and words to describe what he/she wants to do. | <ul style="list-style-type: none"> Can children confidently describe the purpose of their product? Can children explain how each part of their product is going to work? |
| Make | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks eg scissors and hole punch. Begin to join materials using a variety of temporary methods eg. masking tape. Select from and use a wide range of materials including construction materials according to their characteristics. | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Use a range of simple tools to cut, join and combine materials and components safely. | <ul style="list-style-type: none"> Can children explain their choice of tools? |
| Evaluate | <ul style="list-style-type: none"> Explore and evaluate a range of existing products. | <ul style="list-style-type: none"> Ask simple questions about existing products and those that he/she has made. | <ul style="list-style-type: none"> Can children suggest how their product could be improved? |
| Technical Knowledge | <ul style="list-style-type: none"> Begin to build structures looking at how they can be made stronger, stiffer and stable. Explore and use mechanisms in their products. | <ul style="list-style-type: none"> Builds structures, exploring how they can be made stronger, stiffer and more stable. Use wheels and axles in a product. | <ul style="list-style-type: none"> Can children explore methods that would enable the structure to remain stable? |
| Cooking and Nutrition | <ul style="list-style-type: none"> Understand where food comes from. | <ul style="list-style-type: none"> Talks about what he/she eats at home and begin to discuss what healthy foods are. Say where foods come from and gives examples of food that is grown. Uses simple tools with help to prepare food safely. | <ul style="list-style-type: none"> Can children use correct vocabulary for the food that they are preparing e.g.: chopping, slicing? |

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Year 2

| Strand | Curriculum Objectives | Skills | |
|------------------------------|---|---|--|
| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> Design purposeful, functional and appealing products for other users based on design criteria. To explore objects and designs and make suggestions of improvements to the existing design. To explore objects and designs to identify likes and dislikes. Generate, develop and communicate their ideas through templates. Model their ideas through ICT. | <ul style="list-style-type: none"> Design purposeful, functional, appealing products for himself/herself and other users based on a design criteria. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information technology. | <ul style="list-style-type: none"> Can children present their ideas to peers/teacher? Can children share and clarify ideas through discussion? |
| Make | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Demonstrate how to cut, shape and join fabric to make a simple product using basic sewing techniques. To measure and mark out to the nearest centimetre and demonstrate a range of cutting, shaping and joining techniques. Select from and use a wide range of materials including textiles and ingredients, according to their characteristics. | <ul style="list-style-type: none"> Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. | <ul style="list-style-type: none"> Can children use the correct technical vocabulary for the products that they are making? |
| Evaluate | <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. | <ul style="list-style-type: none"> Evaluate and assess existing products and those that he/she has made using a design criteria. | <ul style="list-style-type: none"> Can children refer to their design criteria as they are evaluating? |
| Cooking and Nutrition | <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. | <ul style="list-style-type: none"> Understand the need for a variety of food in a diet. Understand that all the food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely. | <ul style="list-style-type: none"> Do children understand what different countries produce is sourced from? |

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Year 3

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|------------------------------|--|---|--|
| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> Begin to draw on their own experience to help generate ideas and develop design criteria. Design innovative products that have a clear purpose and intended user. Generate, develop model and communicate their ideas through discussion and annotated | <ul style="list-style-type: none"> Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. | <ul style="list-style-type: none"> Can children explain how different parts of their products work? Can children indicate the design features of their product? |
| | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks eg. nailing and screwing. Select from and use a wider range of materials and components, including construction materials and ingredients according to their functional. To select appropriate joining techniques. | <ul style="list-style-type: none"> Safely, measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Understand bow mechanical systems such as leavers and linkages or pneumatic systems create movement. | <ul style="list-style-type: none"> Can children explain their choice of tools and equipment in relation to the skills and techniques they will be using? Can children discuss and justify the main stages of making? |
| | <ul style="list-style-type: none"> Investigate a range of existing products. Understand how well products have been designed and made and what materials have been used. | <ul style="list-style-type: none"> Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Strengthen frames using diagonal struts. | <ul style="list-style-type: none"> Can children use their design criteria to evaluate their work? |
| | <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products eg. pulleys. | <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products eg. pulleys. | <ul style="list-style-type: none"> Can children demonstrate resourcefulness when tackling practical problems? |
| Cooking and Nutrition | <ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare savoury dishes while beginning to understand how to use a range of techniques such as peeling, chopping and mixing. | <ul style="list-style-type: none"> Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a variety of ingredients and techniques to prepare and combine ingredients safely. | <ul style="list-style-type: none"> Can children follow procedures for safety and hygiene? |

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Year 4

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| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> Begin to draw on their own experience and research to help generate ideas and develop design criteria. To explore some of the great designers in the areas being studied and use their work to generate ideas for new designs. Design innovative and appealing products that have a clear purpose and intended user. Generate, develop model and communicate their ideas through discussion and cross-sectional diagrams. | <ul style="list-style-type: none"> Use knowledge of existing products to design functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. | <ul style="list-style-type: none"> Can children gather information about the needs and wants of particular individuals and groups? Can children develop their own design criteria and use these to inform their ideas? |
| | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks eg. cutting and gluing and sewing. Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities. To select appropriate joining techniques. | <ul style="list-style-type: none"> Use techniques which require more accuracy to cut, join and finish his/her work e.g. cutting internal shapes, slots in frameworks,. Use his/her knowledge of techniques and the functional aesthetic qualities of a wide range of materials to plan how to use them, | <ul style="list-style-type: none"> Can children produce appropriate lists of tools, equipment and materials that they need ? |
| | <ul style="list-style-type: none"> Evaluate their ideas and products (strengths and areas for development) against their own design criteria. Understand how key events and individuals in design have helped shape the world. | <ul style="list-style-type: none"> Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. | <ul style="list-style-type: none"> Can children evaluate their ideas and products against their original design specification? |
| | <ul style="list-style-type: none"> Prepare savoury dishes while beginning to understand how to use a range of techniques such as slicing and grating. To be able to follow a recipe. | <ul style="list-style-type: none"> Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produces food. Read and follow recipes which involve several processes, skills and techniques. | <ul style="list-style-type: none"> Can explain that to be active and healthy, food and drink are needed to provide energy for the body? |

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Year 5

| Strand | Curriculum Objectives | Skills | |
|-----------------------|---|--|--|
| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> Identify a purpose and establish a criteria for a successful product. Design innovative and functional products that are fit for purpose and have an intended user. Generate, develop model and communicate their ideas through discussion, exploded diagrams and prototypes. | <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Create prototypes to show his/her ideas. | <ul style="list-style-type: none"> Can children use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas ? Can children make design decisions that take account of the availability of resources? |
| | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks eg. cutting, nailing, screwing, filing, sanding and drilling. Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities. | <ul style="list-style-type: none"> Make careful and precise measurement so that joins, holes and openings are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. | <ul style="list-style-type: none"> Can children produce appropriate lists of tools, equipment and materials that they need ? |
| | <ul style="list-style-type: none"> Investigate and improve upon existing designs and give reasons for their choices. To disassemble products to understand how they work. | <ul style="list-style-type: none"> Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. | <ul style="list-style-type: none"> Can children critically evaluate the quality of the design, manufacture and fitness for purpose of their product? |
| | <ul style="list-style-type: none"> Understand and use mechanical systems in their products. Understand and use electrical systems in their products eg. gears, cams and linkages. | <ul style="list-style-type: none"> Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger and more stable. Understand how to use more complex mechanical and electrical systems. | <ul style="list-style-type: none"> Do children understand that materials can be combined and mixed to create more useful characteristics? |
| Cooking and Nutrition | <ul style="list-style-type: none"> Prepare and cook savoury dishes while beginning to understand how to use a range of techniques such as kneading and baking and apply these using a heat source where appropriate. To be able to create a recipe. | <ul style="list-style-type: none"> Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable, tasty to eat. Select appropriate ingredients and use a wide range of techniques to combine them. | <ul style="list-style-type: none"> Do children understand that recipes can be changes to change the appearance, taste, texture and aroma? |

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Year 6

| Strand | Curriculum Objectives | Skills | |
|-----------------------|---|---|---|
| | | Expected | Depth |
| Design | <ul style="list-style-type: none"> Begin to use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Generate, develop model and communicate their ideas through discussion, pattern pieces and computer-aided design. | <ul style="list-style-type: none"> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. Generate develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. | <ul style="list-style-type: none"> Can children carry out research, using surveys, interviews or questionnaires? Can children use computer-aided design to develop and communicate their ideas ? Can children make design decisions, taking account of constraints such as time, resources and cost? |
| | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks accurately eg. cutting, nailing, screwing, filing, sanding and drilling. Select from and use a wider range of materials and components, including construction materials and ingredients according to their functional properties and aesthetic qualities. | <ul style="list-style-type: none"> Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge and accurate skills to problem solve during the making process. | <ul style="list-style-type: none"> Can children produce appropriate lists of tools, equipment and materials that they need ? |
| | <ul style="list-style-type: none"> Evaluate their ideas and products (strengths and areas for development) against their own design criteria and consider the views of others to improve their work. To refine work and techniques as the work progresses, continually evaluating the product design. | <ul style="list-style-type: none"> Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products the/she have made. | <ul style="list-style-type: none"> Can children critically evaluate the quality of the design, manufacture and fitness for purpose of their product? |
| | <ul style="list-style-type: none"> Understand and use mechanical systems in their products. Understand and use electrical systems in their products eg. pullys, gears, cams and linkages. Apply their understanding of computing to program, monitor and control their products. | <ul style="list-style-type: none"> Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately. Use his/her understanding of computing to programme, monitor and control his/her product. | <ul style="list-style-type: none"> Can |
| Cooking and Nutrition | <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook savoury dishes while understanding how to use a range of techniques such as slicing, chopping, mixing, peeling, grating, kneading and baking and apply these using a heat source where appropriate. | <ul style="list-style-type: none"> Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research , plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. | <ul style="list-style-type: none"> Do children understand that a recipe can be adapted by adding or substituting one or more ingredients ? |