



Milestones

Strands	EYFS	Year 1	Year 2	Year 3
Design	- To choose materials with an intended purpose in mind. - To model make using clay, play dough, cardboard and other appropriate materials. - To design and select materials for a purpose.	- Use pictures and words to convey what they want to design/make - Propose more than one idea for their product. - Use kits/reclaimed materials to develop more than one idea. - Model ideas with kits, reclaimed materials. - Select appropriate technique explaining: First...Next...Last.	- Explore ideas by rearranging materials. - Select pictures to help develop ideas. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. - Describe their models and drawings of ideas and intentions.	- Develop more than one design or adaptation of an initial design. - Plan a sequence of actions to make a product. - Record the plan by drawing using annotated sketches. - Begin to use cross-sectional and exploded diagrams.
Practice	- To use model kits, construction kits to practice building and making with a purpose.	- Select materials from a limited range that will meet the design criteria. -	- Explain which materials they are using and why. - Describe what they need to do next.	- Use prototypes to develop and share ideas. - Cut slots. - Cut internal shapes.
Make	- To make a range of products within the design brief. - Talk about what they have made.	- Discuss their work as it progresses. - Select and name the tools needed to work the materials.	- Explain what they are making. - Name the tools they are using.	- Prepare pattern pieces as templates for their design. - Select from a range of tools for cutting shaping joining and finishing.
Evaluate	- Choose the appropriate tools to make. - Decide how to improve or change a product.	- Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose.	- Note changes made during the making process as annotation to plans/drawings. - Say what they like and do not like about items they have made and attempt to say why.	- Investigate similar products to the one to be made to give starting points for a design. - Draw/sketch products to help analyse and understand how products are made.



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	- To make comments on designs. Say what they like or dislike about a design.	- Talk about their design as they develop and identify good and bad points.	- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.	- Research needs of user. - Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
Enrichment Experiences	- Outdoor area – Construction and Den building. - Court Hey Park – Structures	- Court Hey Park – Bug Hotel. - School Garden – growing fruit.	- Croxteth Park – Animals tracing food sources. - Puppet making workshop Tate Museum.	- Aldi visit - Get Set to Eat Fresh scheme - School Garden – planting produce
Key Designers	- Andy Goldsworthy – outdoor designs and structures.	- Miguel Barclay – Chef - Eden Project – bug hotel - Rachel Ellen – Card designs	- Jimmy Doherty- Chef - Ian Callum – Car designer	- The Happy Pear Stephen and David Flynn- Chefs - Alan Titchmarsh- Garden Designer - Jason Ratner – Graphic Designer
Key Vocabulary	Build, Make, Stick, Cut, Tie, Clay, Play Dough, Card, Cardboard, Template, Den, Scissors, Material	Appeal, Assembling, Construction, Cutting, Features, Equipment, Materials, Products, Purpose, Templates, Stronger, Test	Characteristics, Design Criteria, Develop, Ingredients, Mock-ups, Model, Prototypes, Textiles, Tool, Evaluate, More Stable, Suitable, Weak	Annotated sketches, Computer Aided design (CAD), Exploded diagrams, Prototype, Template, Components, Control, Mechanism, Evaluate.