

Something for **Somebody** for **Some Purpose**.

“Use our creativity and imagination to solve real world problems.”

Real world examples to real world outcomes!

	Autumn	Spring	Summer
Reception	Designing & Planning <i>Aim: Moving from "doing" to "thinking and doing."</i> • Explore and play with a wide range of media and materials. • Verbally describe what they are going to make before starting. • Draw a simple picture of their "idea" (even if the end result looks different). • Select materials from a central hub based on colour, texture, or size. Making & Technical Skills <i>Aim: Developing the grip and strength needed for Year 1 tools.</i> • Use one-handed tools safely (e.g., scissors, glue spreaders, paintbrushes). • Manipulate materials by folding, creasing, tearing, and rolling. • Join materials using different methods: Sellotape, masking tape, glue, or treasury tags. • Develop "Construction" skills using blocks, junk modelling, or small world kits to build stable structures. Evaluating & Existing Products <i>Aim: Developing a critical eye and the vocabulary of "why."</i> • Talk about what they have made and which parts they like.		• Look at everyday objects (e.g., a chair, a spoon, a toy) and identify what they are for. • Ask and answer questions How things work? Why we use them? • Notice and name simple features of products (e.g., "This has a handle so I can pick it up"). • Suggest a change: "Next time I would make it bigger/red/stronger." Materials & Structures <i>Aim: Sensory exploration and basic physics.</i> • Identify and name common materials: paper, card, plastic, wood, fabric. • Describe textures using words like <i>bumpy, smooth, furry, shiny, or hard</i>. • Experiment with ways to make paper/card stand up or stay together. Food & Nutrition <i>Aim: Foundational hygiene and sensory awareness.</i> • Practice hand washing and understand why we do it before touching food. • Taste and describe a variety of fruits and vegetables using sensory language (crunchy, sweet, sour). • Identify basic healthy snacks vs. "sometimes" treats.
	Year 1	STABLE STRUCTURES Model of a local building to be displayed For the school community Create a 3D display of South Ham	SLIDERS AND LEAVERS Create page from a book about GFoL For 3 year olds To bring the story to life
* Have own ideas & explain what they want to do * Choose suitable materials and explain choices * Begin to talk about what could make their product better * Talk about things that other people have made * Describe differences in materials * Suggest ways to make material/product stronger		* Design products based on design criteria. * Explain what they want to do * Explain what my product is for, and how it will work * Try to use finishing techniques to make product look good * Talk about existing products considering: use, materials, how they work, user, where they might be used * Begin to talk about what could make their product better * Begin to use levers or sliders	* Design products based on design criteria. * Explain what they want to do * Use pictures and words to plan. * Work in a safe and hygienic manner * Talk about existing products, and say what is and isn't good * Begin to talk about what could make their product better * Talk about things that other people have made * Describe textures * Wash hands & clean surfaces
* Use pictures and words to plan, begin to use models * Measure, mark out, cut and shape, with support * Select tools/equipment to cut, shape, join, finish and explain choices * Work in a safe manner		* Say where some foods come from, (i.e. plant or animal) * Discuss how fruit and vegetables are healthy * Cut, peel and grate safely, with support	
Year 2	WHEELS and AXLES To make a souvenir carriage A toy carriage to go with a new Florence Nightingale Playmobil For children aged 2-8 To carry a playmobil doll	Cooking and Nutrition Using cutters and mixing/folding Gingerbread shape For guests at afternoon tea To recreate QEI serving gingerbread to her guests.	Textiles Joining techniques – flags New bunning for the school corridors – 1 flag per child Park View Primary To showcase the diversity in the Basingstoke community
	* Begin to understand how to use wheels and axles * Design products for others following design criteria * Join materials/ components together in different ways * Measure, mark out, cut and shape materials and components, with support.	* Explain hygiene and keep a hygienic kitchen * Draw eat well plate; explain there are groups of food * Describe “five a day” * Cut, peel and grate with increasing confidence * Choose best tools and materials, and explain choices * Use knowledge of existing products to produce ideas	* Measure textiles * Join textiles together to make a product, and explain how I did it * Carefully cut textiles to produce accurate pieces * Measure, mark out, cut and shape materials and components, with support. * Describe which tools they are using and why * Choose suitable materials and explain choices depending on characteristics. * Use finishing techniques to make product look good * Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion

	* Explain purpose of product, how it will work and how it will be suitable for the user * Have own ideas and plan what to do next * Describe design using pictures, words, models, diagrams * Design products for myself and others following design criteria * Make suggestions as to what I need to do next. * Use knowledge of existing products to produce ideas * Work safely and hygienically * Choose best tools and materials, and explain choices * Describe what went well, thinking about design criteria * Talk about what I would do differently if I were to do it again and why
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Year 3	Textiles Create a puppet A fabric tree decoration For the children’s family To hang on a Christmas tree or around the home (Have non-Christmas option e.g. half-moon)	Food and Nutrition Using sharp knives, peeling and grating. Salad For family To be served as a side dish with lasagne	Levers and Linkages Grabber tool For eco club To tidy up the local area
	* Join different textiles in different ways * Choose textiles considering appearance and functionality * Begin to understand that a simple fabric shape can be used to make a 3D textiles project * Make a simple prototype * Begin to measure, mark out, cut and shape materials/components with some accuracy	* Prepare and cook some dishes safely and hygienically * Carefully select ingredients * Make product look attractive * Think about how to grow plants to use in cooking * Begin to understand food comes from UK and wider world * Describe how healthy diet= variety/balance of food/drinks * Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking * Explain how product will be balanced * Work through plan in order * Say what I would change to make design better	* make simple prototypes * begin to measure, mark out, cut and shape, assemble, join and combine materials/components with some accuracy * learn about some inventors/designers/ engineers/chefs/ manufacturers of ground breaking products * select appropriate tools / techniques * alter product after checking, to make it better * use simple lever and linkages to create movement
	* Begin to research others’ needs * Show design meets design criteria * Follow a given design criteria * Have at least one idea about how to create product * Create a plan which shows order, equipment and tools * Begin to evaluate existing products, * Explain how product will work * Have at least one idea about how to create product * Select suitable tools/equipment, explain choices; begin to use them accurately * Work through plan in order * Begin to assemble, join and combine materials and components with some accuracy * Begin to apply a range of finishing techniques * Say what I would change to make design better * Use equipment safely * Use design criteria to evaluate finished product		
Year 4	FOOD and NUTRITION accurate measures Oatcakes Actors To be used in the retelling of stories about King Arthur - Looking for the perfect recipe to use on stage	Shell STRUCTURES Viking Longships Viking Longship to hold Lego characters Lego/ children ages 8-10 New Lego range of at home crafts for historic transport to complement new buildings	PULLEYS AND GEARS Portcullis Model Portcullis for a museum Basing House having a new exhibit about the Civil War and would like a working model of a Gatehouse for visitor to use
	* Explain how to be safe/hygienic * Prepare and cook some dishes safely and hygienically * Think about presenting product in interesting/ attractive ways * Understand ingredients can be fresh, pre-cooked or processed * Describe eat well plate and how a healthy diet=variety / balance of food and drinks * Use some of the following techniques: peeling, chopping, slicing, mixing, kneading and baking * Have at least one idea about how to create product and suggest improvements for design. * Produce a plan and explain it to others * Say how realistic plan is. * Make and explain design decisions considering availability of resources * Begin to use ingredients and resources efficiently, e.g. reduce amount of waste.	* Attempt to make a product strong, stiff structure * Continue working on product even if original didn’t work * Produce a plan and explain it to others * Include an annotated sketch * Begin to use materials and resources efficiently, e.g. cutting out materials with the least amount of waste. * Assemble, join and combine materials and components with some accuracy * Measure, mark out, cut and shape materials/components with some accuracy * Have at least one idea about how to create product and suggest improvements for design * Select suitable tools and equipment, explain choices in relation to required techniques and use accurately * Produce a plan and explain it to others * Include an annotated sketch * Explain how product will work * Make a prototype * Select appropriate materials	* Select most appropriate tools / techniques * Try new / different ideas. * Use pulleys and gears to create movement * Use research for design ideas

	* Evaluate existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Use criteria to evaluate product * Begin to create own design criteria * Work through plan in order * Make and explain design decisions considering availability of resources * Refer to design criteria while designing and making * Begin to explain how to improve original design		
Year 5	FOOD and NUTRITION - bread mixing, kneading, baking Bread rolls Super market New shaped design range for special occasions (Christmas, Easter)	Electrical circuits Souvenir Night light Child Help with fear of the dark	STRUCTURES AND FRAME BUILDING Greek Temple The classroom To showcase our learning
	* Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * Explain how to be safe / hygienic and follow own guidelines * Begin to understand seasonality of foods * Explain how food can be grown, reared or caught in the UK and the wider world * Describe how recipes can be adapted to change appearance, taste, texture, aroma * Explain how there are different substances in food / drink needed for health * Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. * Explain how their design is balanced and healthy * Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products	* Incorporate switch into product * Confidently use number of components in circuit	* Measure accurately enough to ensure precision * Mainly accurately apply a range of finishing techniques
	* Clearly explain how parts of product will work. * Use cross-sectional planning or exploding diagram and annotated sketches * Explain how product meets design criteria * Ensure product is strong and fit for purpose * Model and refine design ideas by making prototypes and using pattern pieces. * Mainly accurately measure, mark out, cut and shape materials/ components * Mainly accurately assemble, join and combine materials/ components * Mainly accurately apply a range of finishing techniques * Begin to evaluate how much products cost to make and how innovative they are * Research how sustainable materials		
	* Present product well - interesting, attractive, fit for purpose * Produce a logical, realistic plan and explain it to others. * Use internet and questionnaires for research and design ideas * Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose * Create own design criteria * Have a range of ideas * Select appropriate materials, fit for purpose; explain choices, considering functionality : considering intended use of product and appearance * Create and follow detailed step by-step plan * Explain how product will appeal to the users * Mainly accurately assemble, join and combine materials/ components * Use materials and resources efficiently, e.g. cutting out materials with the least amount of waste. * Use techniques that involve a small number of steps * Begin to be resourceful with practical problems * Evaluate and discuss existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Consider quality of design while designing and making * Evaluate ideas and finished product against specification, considering purpose and appearance. * Test and evaluate final product * Make design decisions considering time and resources. * Use selected tools/equipment with good level of precision * Produce suitable lists of tools, equipment/ materials needed		
Year 6	Design TEXTILES Reduce , reuse, recycle Tote bag from recycled fabric An eco-conscious shopper – to be sold at an eco-market To be used for day-to-day shopping	MAKING FRAMES FROM WOOD AND USING TOOLS SAFELY making fair ground rides New fairground for Paulton’s Park/Alton Towers The management team at the theme Park To entertain/scare >> Prototype and small model	
	* Think about user’s wants/needs and aesthetics when choosing textiles * Make product attractive and strong, using a range of joining techniques * Think about how product might be sold * Think carefully about what would improve product * Understand that a single 3D textiles project can be made from a combination of fabric shapes. * Draw on market research to inform design * Use research of user’s individual needs, wants, requirements for design * Identify features of design that will appeal to the intended user * Create own design criteria and specification * Come up with innovative design ideas * Follow and refine a logical plan. * Use annotated sketches, cross-sectional planning and exploded diagrams * Make design decisions, considering, resources and cost * Clearly explain how parts of design will work, and how they are fit for purpose * Independently model and refine design ideas by making prototypes and using pattern pieces * Use computer-aided designs * Use selected tools and equipment precisely	* Be confident to try different ideas * Use cams, pulleys and gears to create movement * Select materials carefully, considering intended use of the product, aesthetics & functionality. * Explain how product meets design criteria * Reinforce and strengthen a 3D frame * Draw on market research to inform design * Use research of user’s individual needs, wants, requirements for design * Identify features of design that will appeal to the intended user * Create own design criteria and specification * Come up with innovative design ideas * Follow and refine a logical plan. * Use annotated sketches, cross-sectional planning and exploded diagrams * Make design decisions, considering, resources and cost * Clearly explain how parts of design will work, and how they are fit for purpose * Independently model and refine design ideas by making prototypes and using pattern pieces * Use computer-aided designs * Use selected tools and equipment precisely * Produce suitable lists of tools, equipment, materials needed, considering * Use different types of circuit in product	

	* Produce suitable lists of tools, equipment, materials needed, considering constraints * Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * Create, follow, and adapt detailed step-by-step plans * Explain how product will appeal to audience; make changes to improve quality * Accurately measure, mark out, cut and shape materials/components * Accurately assemble, join and combine materials/components * Accurately apply a range of finishing techniques * Use techniques that involve a number of steps * Be resourceful with practical problems * Use materials and resources efficiently, e.g. cutting out materials with the least amount of waste. * Evaluate quality of design while designing and making; is it fit for purpose? * Keep checking design is best it can be. * Evaluate ideas and finished product against specification, stating if it's fit for purpose * Test and evaluate final product; explain what would improve it and the effect different resources may have had * Do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose * Evaluate how much products cost to make and how innovative they are * Research and discuss how sustainable materials are * Consider the impact of products beyond their intended purpose * Discuss some key inventors /designers/ engineers/ chefs/manufacturers of ground-breaking products	* Think of ways in which adding a circuit would improve product * Program a computer to monitor changes in environment and control product * Refine product after testing, considering aesthetics, functionality and purpose * Incorporate hydraulics and pneumatics * Be confident to try different ideas * Use cams, pulleys and gears to create movement * Select materials carefully, considering intended use of the product, aesthetics & functionality. * Explain how product meets design criteria * Reinforce and strengthen a 3D frame * Draw on market research to inform design * Use research of user's individual needs, wants, requirements for design * Identify features of design that will appeal to the intended user * Create own design criteria and specification * Come up with innovative design ideas * Follow and refine a logical plan. * Use annotated sketches, cross-sectional planning and exploded diagrams * Make design decisions, considering, resources and cost * Clearly explain how parts of design will work, and how they are fit for purpose * Independently model and refine design ideas by making prototypes and using pattern pieces * Use computer-aided designs * Use selected tools and equipment precisely * Produce suitable lists of tools, equipment, materials needed, considering
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