

Year 1	Working towards	Working at	Working beyond
<p>Construction:</p> <p>Moving monsters</p>	<p>Children will have made a moving picture with help – either in developing their ideas or in using tools to make it and have a limited understanding of how simple moving products work.</p>	<p>Children will have made a moving picture, generated their own ideas and used tools safely with minimal support. Their design will incorporate a simple lever or slider that works. They have also been able to talk about how the product works and evaluate their final product (either written or verbally)</p>	<p>Children will have made a moving picture, generated their own ideas and will have used tools relatively accurately to make their moving picture. They will have incorporated a lever or slider that works and can make simple judgements about their work e.g. ‘The lever is a bit floppy but I could stiffen it with a wooden stick’. Children will be able to explain how the lever or slider works and evaluate their design and will have recorded their process of making through drawing and labelling.</p>
<p>Cooking and nutrition</p> <p>Healthy Sandwiches</p>	<p>Children will have prepared a range of ingredients that they have selected, with assistance, to create a sandwich. Children will have been supported to put together their sandwich using some cooking techniques such as chopping, slicing, grating and peeling.</p>	<p>Children will have selected and prepared a range of sandwich ingredients for a purpose, combining the ingredients to create a sandwich which meets their design criteria.</p> <p>Children will have an understanding of the Eat well plate for healthy eating and will have applied this with some support to ideas about how the sandwich contributes to a healthy diet.</p> <p>Children will have put together their sandwich, with some support using techniques such as chopping, slicing, grating and peeling.</p>	<p>Children will have independently selected and prepared a range of sandwich ingredients that they have selected based on information they have gathered; combining ingredients that meets their design criteria.</p> <p>Children will have a good understanding of the Eat well plate for healthy eating and will have applied this to ideas about how the sandwich contributes to a healthy diet.</p> <p>Children will have put together their sandwich using techniques such as chopping, slicing, grating and peeling and be able to offer suggestions for modifications and improvements to their original idea – considering the look, taste and texture of their product.</p>

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<p>Textiles</p> <p>Doll Pegs</p>	<p>Children will have created a peg doll, with support. Including; pre-drawn templates to measure materials needed for their design. Support in cutting and joining fabric. Children will have found it difficult to achieve a good-quality finish</p>	<p>Children will have created a peg doll, having carried out research into different materials and designs and worked with minimal guidance and with increasing care using tools and techniques shown to them with some level of accuracy.</p> <p>Children will have created a design with a good-quality finish.</p>	<p>Children will have created a peg doll, having investigated realistic ideas for their designs; considering different materials and have clear labeled plans for their product.</p> <p>Children will have worked with minimal guidance and care, using tools and techniques safely with good accuracy; have made clothes that are similar to their original design.</p> <p>Children will have created a design with a good quality finish and can evaluate their product suggesting ideas for improvements.</p>
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Year 2	Working towards	Working at	Working beyond
<p>Construction</p> <p>Moon buggies</p>	<p>Children will have a limited understanding of simple mechanisms; have attempted to create a vehicle which represents their original idea but that still needs more work.</p>	<p>Children will have gained an understanding of how simple mechanisms related to moving vehicles work, after clarifying their ideas through discussion; have deigned their product. With some support, children will have made a wheeled vehicle with some degree of accuracy which moves and which generally matches their design intention.</p>	<p>Children will have shown a wider understanding of how mechanisms work from their research and made a plan for their design which includes detailed labels for their model. With minimal support, children will have created a wheeled vehicle which accuracy, which moves and matches their design criteria after having made specific judgements about the process and what they want the design to do. Their evaluation demonstrates a clear reflection on success criteria and they are able to make suggestions during the working progress.</p>
<p>Cooking and nutrition</p> <p>Spicy Cookies</p>	<p>With help, children will have chosen equipment and followed instructions to make a biscuit that loosely matches their design criteria.</p>	<p>Children will have followed an order of work and have chosen equipment appropriately; have made and evaluated their biscuit against their design criteria; have demonstrated how to design and make a biscuit hygienically using techniques such as kneading, whisking and mixing etc.</p>	<p>Children will have worked independently and used tools and equipment accurately and safely to create a quality outcome that meets their original design specification; have evaluated their own and existing products identifying strengths and possible changes, during the making process and upon completion; have demonstrated well how to design and make their product safely and hygienically using techniques such as kneading, whisking and mixing etc.</p>
<p>Textiles</p> <p>Wolf Puppets</p>	<p>Children will have created a puppet using research and produced a product which loosely matches their design. Through support, the product will be joined together using glue, having attempted to use a basic stitch with needle and thread. Children can say</p>	<p>Children will have created a puppet, having discussed their ideas do develop a realistic plan and product which resembles their intention. Children will have been able to measure and cut with some accuracy using a template to enable them to make their final design; have stitched two pieces of fabric</p>	<p>Children will have researched, designed and created a puppet which reflects on their ideas. Children will have worked independently to create a puppet using appropriate techniques with accuracy to measure, mark out, cut and join two fabric pieces. Children will have added finishing features to their puppet to</p>

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	what they like or dislike about their final product	together with some support and added finishing features. Children can evaluate their final product to suggest improvements and areas of difficulty.	improve the overall appearance and have been able to identify issues during the making process and made changes accordingly. Children can evaluate how well the puppet works in relation their design criteria; suggest improvements and have produced a good quality final product.
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Year 3	Working towards	Working at	Working beyond
<p>Construction</p> <p>Photo frames</p>	<p>Children will create a photo frame with support within design process, measuring, cutting and joining of materials. Children will have created a frame which loosely resembles their design; which lacks in strength and is not completed to a good quality finish.</p>	<p>Children will have created a free standing photo frame, using appropriate methods of strengthening, measuring and cutting with some support and accuracy and created a product of a good quality finish which resembles their original design or is modified with explanation. Children will be able to make changes and adjust their thinking should they need to, to improve their product.</p>	<p>Children will have researched, designed and made a free standing photo frame, using information gathered, considering the appearance, cost and function of their product. They will have chosen materials appropriate to strengthening their design and worked independently to measure, cut and join together materials with accuracy to create a product of a high quality finish. Children will have followed their plan/deign and adjusted their thinking, with explanation where needed to improve their product. Children will be able to critically evaluate their final piece again the success criteria and make suggestion for areas of development.</p>
<p>Cooking and nutrition</p> <p>Sweet treats</p>	<p>Children will have followed a basic recipe with support; have indicated why choices were made after discussion with the teacher; have demonstrated some skills including: weighing and measuring with support.</p>	<p>Children will have followed a basic recipe with guidance; have indicated why choices were made after discussion with the teacher; have demonstrated some skills including: weighing and measuring with support. Children can analyze food and ingredients through taste and make selections based for their final dish and begin to evaluate critically suggesting what went well and what can be improved.</p>	<p>Children will have followed a basic recipe with guidance; have indicated why choices were made after discussion with the teacher; have demonstrated some skills including: weighing and measuring with some guidance. Children can analyze food and ingredients through taste and make selections based for their final dish. Children can identify a target audience for their product and make choices which reflect this. Children will critically evaluate suggesting what went well and what can be improved against their design criteria, making changes along the way.</p>

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<p>Textiles</p> <p>Pillow cases / book marks</p>	<p>With help, children will have designed a pillow case with some support either with drawing or labelling and created a product through guidance that joins textiles together using a basic running stitch but not altogether successfully.</p>	<p>Children will have used research and their own experience to design a pillow case through labelled drawings and discussion. Children will have created a product of a good-quality finish and worked with some accuracy to measure, cut and join materials together, selecting appropriate tools and textiles, making a template to create their final design. Children will have used a basic running stitch to join two pieces of textiles together and began to use pattern or detail with some support. Children will be able to solve problems with some guidance and evaluate their product against their design criteria.</p>	<p>Children will have generated several ideas and drawn up a specification to inform their pillow case design; have applied their understanding of the functional properties and characteristics of materials; have selected appropriate tools and equipment and made a product which meets the target audience. Children will have worked independently to measure, cut and join materials together, using a basic running stitch and began to use pattern or detail to create a quality outcome that meets their original design specification; have continually evaluated their product in relation to their success criteria and adjusted their thinking where needed.</p>
<p>Year 4</p>	<p>Working towards</p>	<p>Working at</p>	<p>Working beyond</p>
<p>Construction & electrical systems</p> <p>Torches</p>	<p>Children will have made a basic light, not necessarily related to the needs of the user, in which the bulb lights up by a switch provided by the teacher or they create a switch which isn't all together successful.</p>	<p>Children will have designed and made a light which incorporates a battery operated circuit and a switch. They will have investigated and understand how lights can be used for a range of purposes and be made from different materials and this will be reflected in their planning; through detailed drawing and labelling of their design. Children will solve problems by making changes were needed and be able to make suggestions for improvement upon evaluation of their final product.</p>	<p>Children will have worked independently to design and create a light which incorporates a battery operated circuit and a switch that is aesthetically pleasing and meet the needs of the user. Through investigation and their own experience, children will understand how lights can be used for a range of purposes and be made from different materials and this will be reflected in their planning; through several detailed drawings and labelling of their design. Children will solve problems by making changes were needed and be able to make</p>

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			suggestions for improvement upon evaluation of their final product against their success criteria.
<p>Cooking and nutrition</p> <p>Savoury goods & seasonality</p>	<p>Children will have knowledge of foods/dishes from around the world. They can analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source, using techniques such as peeling, chopping, slicing, grating, mixing and spreading with guidance. Children can follow a basic recipe with guidance and explain what they like/dislike about their final dish.</p>	<p>Children will have knowledge of foods/dishes from around the world and understand how seasons may affect availability. They can analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source, using techniques such as peeling, chopping, slicing, grating, mixing and spreading with guidance. Children can follow a basic recipe with guidance and make changes which suit their design i.e. ingredients based on availability. They can critically evaluate their dish, suggesting strengths, weaknesses and possible changes, solving problems along the way.</p>	<p>Children will have knowledge of foods/dishes from around the world and understand how seasons may affect availability. They can analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source, using techniques such as peeling, chopping, slicing, grating, mixing and spreading with guidance. Children can follow a basic recipe with guidance and make changes which suit their design i.e. ingredients based on availability. Children will begin to know that different foods contain different substances such as potassium, iron and fiber and know some of their benefits to health. They can critically evaluate their dish, suggesting strengths, weaknesses and possible changes, solving problems along the way.</p>
<p>Cooking and nutrition</p> <p>Sweet goods</p>	<p>When cooking sweet treats, children will analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source using basic techniques needed for baking i.e. (measuring/weighing). Can follow a simple recipe and evaluate their final</p>	<p>When cooking sweet treats, children will analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source using basic techniques needed for baking i.e. (measuring/weighing) with accuracy. Can follow a simple recipe and make changes with consideration and</p>	<p>When cooking sweet treats, children will analyse taste and make selections based on this using vocabulary which reflects their choice. Children will know how to cook safely and hygienically using a heat source using basic techniques needed for baking i.e. (measuring/weighing) with accuracy – making changes to amount to make it correct. Can follow a simple recipe and</p>

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	product suggesting what they like/don't like.	purpose. Children will be able to evaluate their final product suggesting strengths, weaknesses and areas for improvement.	make changes with consideration and purpose. Children will be able to evaluate their final product suggesting strengths, weaknesses and areas for improvement. They will solve problems along the way i.e. adjusting measurements.
Textiles Money containers / pencil case	Children will have used given techniques and simple patterns/templates when joining fabric to make a money container, although seams and fastenings may not be secure	Children have sufficient understanding and skills in working with textiles to design and make a money container that meets their design criteria; have evaluated existing products, testing fabrics to choose an appropriate one; have applied decorative techniques appropriately and evaluated against success criteria	Children will have developed a greater level of understanding and skill in working with textiles; have modelled their ideas, tested appropriate fabrics and justified choices; have decorated the product choosing from a range of decorative techniques; have made accurate drawings and identified the stages of making their design criteria; have worked independently in designing and making a money container that is well finished, works well and is suitable for the identified user and have evaluated in detail

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Year 5	Working towards	Working at	Working beyond
<p>Construction and strengthening structures</p> <p>Marble run / bridges</p>	<p>Children can plan their design, taking into account strengthening elements needed for a functioning model. They can create a structure which has some strength although they have not used strengthening techniques; choosing appropriate tools and materials. They can begin to develop alternative ideas should they need to and make changes with some guidance. Children can cut and join elements together with some intent if not accurate. They can test the strength of their product and use this to evaluate.</p>	<p>Children can plan their design, taking into account strengthening elements needed for a functioning model. They can create a structure which uses these strengthening techniques; choosing appropriate tools and materials in the correct order. Children can cut and join elements together independently and accurately with intent through the use of measuring. Children can begin to make changes to their product, solving problems to make it stronger where needed. They can test their final design against their design criteria, and evaluate their use of materials and techniques, suggesting strengths, weaknesses and areas for improvement.</p>	<p>Children can plan their design, taking into account purpose and audience using strengthening elements needed for a functioning model. They can create a structure which uses these strengthening techniques; choosing appropriate tools and materials in the correct order. Children can cut and join elements together independently and accurately with intent through the use of measuring. Children can make changes to their product, solving problems to make it stronger where needed, adapting their design. They can test their design throughout to support decision making and evaluate their final product against their design criteria; use of materials and techniques, suggesting strengths, weaknesses and areas for improvement.</p>
<p>Cooking and nutrition</p> <p>Savoury goods & foods from around the world</p>	<p>Children will have followed a recipe with support and guidance; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: peeling, chopping, slicing, grating, mixing and spreading with some adult input.</p>	<p>Children will have followed a recipe independently after discussion with a teacher making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: peeling, chopping, slicing, grating, mixing and spreading with some adult input. Children can suggest some contents of foods</p>	<p>Children will have followed a recipe independently after discussion with a teacher making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: peeling, chopping, slicing, grating, mixing and spreading. Children can suggest some contents of foods (potassium, fiber, iron etc) and</p>

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	<p>Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits needed for a healthy diet. They can understand that some foods are caught, reared and grown in different environments and how seasonality effects availability.</p>	<p>(potassium, fiber, iron etc) and suggest health benefits needed for a healthy diet, selecting foods for this purpose. They can understand that some foods are caught, reared and grown in different environments and how seasonality effects availability in different countries. They can critically evaluate their product reflecting on choices made and cooking process using vocabulary describe taste, texture and appearance.</p>	<p>suggest health benefits needed for a healthy diet, selecting foods for this purpose. They explain and give examples of foods that are caught, reared and grown in different environments and how seasonality effects availability in different countries. They can critically evaluate their product reflecting on choices made and cooking process using vocabulary describe taste, texture and appearance - making suggestion for future improvements i.e. next time I will use carrots instead because...</p>
<p>Cooking and nutrition Sweet goods</p>	<p>Children will have followed a recipe with support and guidance; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: mixing, spreading, measuring, weighing, kneading and baking with some adult input. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits needed for a healthy diet. They can understand that some foods are caught, reared and grown in different environments and how seasonality effects availability.</p>	<p>Children will have followed a recipe with support and guidance; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: mixing, spreading, measuring, weighing, kneading and baking with little guidance. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits needed for a healthy diet. They can understand that some foods are caught, reared and grown in different environments and how seasonality effects availability. They can critically evaluate their product reflecting on choices made and cooking process.</p>	<p>Children will have followed a recipe with support and guidance; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques such as: mixing, spreading, measuring, weighing, kneading and baking with independence. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits needed for a healthy diet. They can understand that some foods are caught, reared and grown in different environments and how seasonality effects availability. They can critically evaluate their product reflecting on choices made and cooking process - making suggestion for future</p>

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			improvements i.e. next time I will use lemon instead of apples since...
Textiles Recycled bags	Children will have gathered some information with help and guidance; have developed limited skills so much progress and will: in working with textiles and will have required support in designing and making their product eg they may have needed to use simple pre-drawn patterns and also needed support in cutting and joining fabric	Children will have used information research to inform their own designing and making; have developed their skills in working with textiles and will have designed and made a product using appropriate materials and techniques; have been able to evaluate critically both the appearance and function of the product against the original specifications	Children will have worked independently and systematically to design and make a textile product of high quality, drawing on their evaluation of existing products and trialing of their own ideas; have been able to give clear reasons for choosing a specific idea, taking into account construction methods, appearance and function of their product; have identified in their evaluation why they made changes to their design as it developed

Year 6	Working towards	Working at	Working beyond
<p>Construction and moving systems</p> <p>Motors/pneumatics/mechanical systems</p>	<p>Children will investigate different software which enables computer design and gain some understanding of how it works to produce functional products. Children will be able to generate their own ideas but will require support to use the software and struggle to make their final product.</p>	<p>Children will develop a good understanding of how CAD works to generate functional products in the wider world, having investigated a range of software; designed and created their own 2D product. Children will be able to create a 3D product which builds upon their experience although they may require some guidance. They will be able to adapt their thinking where needed to improve their final outcome. Children will be able to evaluate their product against their design criteria.</p>	<p>Children will have good understanding of how CAD works to generate functional products for use in the wider world, having investigated a range of software; designed and created their own 2D and 3D products which meets the needs of the user. Children will create several designs, which are accurate and will be able to use CAD to a high level, solving problems during their making process to produce a good quality outcome. Children will be able to evaluate their product against their design criteria and suggest areas for development.</p>
<p>Cooking nutrition</p> <p>Savoury foods – making healthy affordable meals</p>	<p>With support: Children will have followed a recipe; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fibre, iron etc.) and suggest health benefits. They can recognise healthy meals and make choices that support affordable meals.</p>	<p>Children will have followed a recipe; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fibre, iron etc.) and suggest health benefits, making choices within their design which reflect this. They can recognise healthy meals and select products based on cost that support affordable meals.</p>	<p>Children will have followed a recipe; have indicated why choices were made after discussion with the teacher; making changes and adjustments to make variations of dishes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fibre, iron etc.) and suggest health benefits, making choices within their design which reflect this. They can recognise healthy meals and select products based on cost that support affordable meals working from a budget to create a desired dish.</p>

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<p>Cooking and nutrition</p> <p>Sweet goods</p>	<p>With support:</p> <p>Children will have followed a recipe; have indicated why choices were made after discussion with the teacher; making dishes such as: Brownies, scones and cupcakes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits. They can select ingredients which are cost effective.</p>	<p>With independence:</p> <p>Children will have followed a recipe; have indicated why choices were made after discussion with the teacher; making dishes such as: Brownies, scones and cupcakes. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits. They can select ingredients which are cost effective and take into account health benefits of products</p>	<p>With independence and intent.</p> <p>Children will have followed a recipe; have indicated why choices have been made. Making dishes such as: brownies, scones and cupcakes with minimal input. Children have demonstrated how to cook safely and hygienically using a heat source and necessary techniques. Children can suggest some contents of foods (potassium, fiber, iron etc) and suggest health benefits. They can select ingredients which are cost effective and take into account health benefits of products.</p>
<p>Fashion and textile</p> <p>Wearable garment</p>	<p>Children will be able to create a product using textile, having researched, designed and planned their idea following guidance. They will be able to choose appropriate materials however, require support in effectively joining together i.e. stitching/sewing and show little technique. Have attempted to use a sewing machine with guidance.</p>	<p>Children will be able to create a product using textiles having researched, designed and planned their idea, drawing upon their own experience and making several changes before completion. Children will be able to use a range of stitches, pinning and joining materials together effectively. They will be able to use finishing techniques to add pattern or detail and create a product of good quality. They will be able to use a sewing machine to a good level with some guidance and carry out self-evaluation</p>	<p>Children will be able to create a product using textiles having researched, designed, planned and adapted their idea. Children will be able to work with a range of materials / stitches, pinning and joining materials together effectively and using finishing techniques to add pattern or detail to create a product of good quality finish. They will have a product which matches that of their design specification and is aesthetically pleasing. Children will be able to use a sewing machine to a good level. They can evaluate their product against the design criteria and suggest areas for improvement.</p>

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EYFS	Working towards	Working at	Working beyond
<p>Construction</p> <p>Houses</p>	<p>With full support and adult help/prompt:</p> <p>Children can plan their house either through drawings or talking.</p> <p>Explore and begin to describe some materials.</p> <p>Cut materials to desired shape/size using scissors and join elements together using glue.</p> <p>They can suggest what they like / dislike about their product.</p>	<p>With some support and guidance:</p> <p>Children can plan their house either through drawings or talking.</p> <p>Explore and begin to describe materials using appropriate vocabulary i.e. soft, strong, smooth, rough; choosing those appropriate to the task.</p> <p>Cut materials to desired shape/ size using scissors and join elements together with glue using some accuracy.</p> <p>They can suggest what they like / dislike about their product and that of other people with prompt questions. I.e. what do you think is good about Charlie's house?</p>	<p>With some independence:</p> <p>Children can plan their house either through drawings or talking and explain their thinking.</p> <p>Explore and begin to describe materials using appropriate vocabulary i.e. soft, strong, smooth, rough; choosing those appropriate to the task and explain why others are not suitable.</p> <p>Cut materials to desired shape/ size using scissors and join elements together with glue using some accuracy.</p> <p>They can suggest what they like / dislike about their product and that of other people with prompt questions. I.e. what do you think is good about Charlie's house? And explain why. Because...</p>
<p>Preparing food</p> <p>Fruit Ice Lolly</p>	<p>With full support and adult help/prompt:</p> <p>Children can use research to plan their own lolly. (Using pictures)</p> <p>They can either draw or explain to an adult their idea.</p> <p>They can recognize foods which are grown in the ground.</p> <p>They can explain what they like/dislike through taste testing and use this to help create their product.</p> <p>They can say what they like/dislike about their final product.</p>	<p>With some support and guidance:</p> <p>Children can use research to plan their own lolly. (Using pictures)</p> <p>They can draw their idea and explain their thinking to an adult.</p> <p>They know foods which are grown in the ground and can give examples of these.</p> <p>They can explain what they like/dislike through taste testing and describe using words such as: sweet, sour, spicy. Children will use this to help create their product.</p> <p>They can say what they like/dislike</p>	<p>With some independence:</p> <p>Children can use research to plan their own lolly. (Using pictures) and can draw their idea, explaining their thinking to an adult.</p> <p>They know foods which are grown in the ground and can give examples of these.</p> <p>They can explain what they like/dislike through taste testing and describe using words such as: sweet, sour, spicy. Children will use this to help create their product aiming for a desired outcome. I.e. I was it to be sweet so I'll use strawberries. They can say what they like/dislike about</p>

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		about their final product and that of others.	their final product and that of others giving reasons why.
<p>Textiles</p> <p>Weaving wall</p>	<p>With full support and adult help/prompt:</p> <p>Children can describe some materials using vocabulary such as: soft, strong, spikey etc and explore materials found outdoors. Such as flowers and plants.</p> <p>They can select materials to weave with no purpose but use them in their exploration.</p> <p>They can say what they like and don't like at the end of their project.</p>	<p>With some support and guidance:</p> <p>Children can describe some materials using vocabulary such as: soft, strong, spikey etc. and select materials appropriate to the task based on this. Exploring further materials found outdoors. Such as flowers and plants.</p> <p>They can select materials to weave based on texture / colour, having some consideration about their final design.</p> <p>They can say what they like and don't like at the end of their project about their own work and that of others.</p>	<p>With some independence:</p> <p>Children can describe materials using vocabulary such as: soft, strong, spikey etc. and select materials appropriate to the task based on this. Exploring further materials found outdoors. Such as flowers and plants and suggest which they wish to use and why.</p> <p>They can select materials to weave based on texture / colour, having some consideration about their final design. I.e. I want mine to be colourful so I am using yellow flowers.</p> <p>They can say what they like and don't like at the end of their project about their own work and that of others suggesting why, 'I like Charlie's work because it is colourful'.</p>