



Cambridge Park Academy

Character - Preparation - Achievement



Art and Design

KS3 Art and Design

Formal Curriculum

Stages 4-10

(Year 1)



Art and Design

Curriculum Intent for Art and Design

“Our Vision is to deliver high quality art lessons that engage, inspire and equip children with the knowledge and skills required to be creative and passionate artists of the future. At Cambridge Park we endeavour to use art as a medium for recording and expressing other areas of the curriculum too. We firmly believe that by the end of each key stage pupils should be confident using and applying the skills they have previously learned”

At Cambridge Park we ensure that all pupils:

- are engaged, inspired and challenged to invent and create their own works of art, craft and design.
- are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are able to think critically and develop a deeper understanding of art and design.
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

We have 6 ‘Golden Threads’ to support pupils in deepening their knowledge and understanding in Art and Design. How the elements of Art and Design can be used and combined in order to create a specific and desired effect. It is also the evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work and understanding of Art and Design. This will provide them with opportunities to secure:

Drawing and Sketching



Painting and Printing (including Sculpture and 3Dimensional textiles)



Sculpture and 3Dimensional work



Study a Range of Artists



Food Technology



Review



All our Art and Design units will be taught through a **plan → do → review** approach:

Plan:

What is our goal? How will we achieve this?
Explore existing products/pieces of art.
Create our own designs. Invent.
What equipment will we need?
Focus Practical Tasks to explore different processes, materials, techniques.

Do:

Create, make, build our artwork/product
Use finishing techniques to create a specific and desired effect

Review:

Test product / admire artwork.
Do you like/dislike it?
What worked well? What could be improved?
Has criteria been met?
Discuss opinions, suitability, improvements



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Developmental Stages and Ages

Stage 4 5 years (The bridge from the foundation curriculum to the formal curriculum)	Stage 5 5-6 years	Stage 6 6-7years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years
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Long Term Plan (Year 1)

Autumn Term	Spring Term	Summer Term
Lincolnshire Landscapes Key artist: David Hockney Other artists: Francesca Young (watercolour locality), Mark Hearld (collage), Fairbrothers (architects) Food tasting: local Lincolnshire food	Weather in Motion - sculpture Key artist: Alexander Calder Other artists: JMW Turner (weather)	Children's portraits – including textiles Key artist: Joan Eardley Other artists: Food Technology: Children's party food

Substantive Knowledge

Term	Autumn
Key Topic	<p style="text-align: center;">Lincolnshire Landscapes Key artist: David Hockney Other artists: Francesca Young (watercolour locality), Mark Hearld (collage), Food tasting: local Lincolnshire food</p> <p>In this topic, we will explore the rich and varied landscape of Lincolnshire, with a special focus on the Lincolnshire Wolds. As part of our learning, we will go on a trip to the Wolds where we will draw en plein air (outdoors), take photographs, and closely observe the natural world around us. These experiences will inspire our own creative responses through drawing, painting, and mixed media work.</p> <p>Our artwork will focus on observational drawing, exploring texture and colour using a range of materials and techniques. We will study the work of David Hockney, particularly his vibrant depictions of the Yorkshire Wolds, to draw comparisons and find inspiration in his modern interpretation of the landscape. We will also look at historical artists such as Peter De Wint, known for his atmospheric watercolours of Lincolnshire and the surrounding areas.</p> <p>Through this topic, we will deepen our understanding of how artists—past and present—have responded to the landscape. Their work will help us develop our own ideas and artistic voice. Our experience will go beyond just looking. We will explore our locality through all five senses:</p> <ul style="list-style-type: none"> • Sight – Observing light, shape, and colour in the landscape • Touch – Feeling textures in nature such as bark, grass, and stone • Sound – Listening to birdsong, wind, and the sounds of rural life • Smell – Noticing the scents of flowers, fields, and the countryside air • Taste – Sampling local Lincolnshire foods to connect with the culture of the region <p>This immersive approach will help us build a deeper, more personal connection to where we live, and reflect this understanding in our creative work.</p>



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	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Landscapes are pictures of outdoor places like fields, hills and trees. We live in a place called Lincolnshire, which has lots of countryside. We can use colours and marks to show what we see around us. David Hockney is an artist who uses bright colours to paint nature, We can try to paint our own fields and trees like he does. <ul style="list-style-type: none"> Lincolnshire is where we live and lots of our food comes from. Farmers grow vegetables in Lincolnshire. 	<ul style="list-style-type: none"> A landscape shows land, sky, and sometimes buildings or trees. Lincolnshire has flat land, farms, and big skies that we can draw or paint. David Hockney is an English artist who paints the countryside using bold lines and colours <ul style="list-style-type: none"> Lincolnshire has lots of farms that grow food we eat every day. Farmers work hard to grow food like vegetables and grains. 	<ul style="list-style-type: none"> A landscape is a type of art that shows outdoor scenery, including land, sky, trees and sometimes buildings. We begin to talk about how Hockney's art makes us feel. David Hockney is a contemporary artist known for his colourful landscape paintings. David Hockney's landscapes often show the countryside using bright, vivid colours to express how he feels about the place. We can experiment with colour to show different times of day or seasons. <ul style="list-style-type: none"> Lincolnshire is know for traditional foods made with simple, local ingredients. Some foods have been made in Lincolnshire for hundreds of years. Traditional dishes show the region's farming history and rural life. 	<ul style="list-style-type: none"> David Hockney painted landscapes of the Yorkshire Wolds, which is visually similar in parts to the Lincolnshire Wolds. David Hockney's style is known for bold outlines, strong colours, and a sense of movement or energy in the land. David Hockney sometimes paints from observation, but also from memory and imagination, which changes how the landscape looks. David Hockney's art often includes roads, trees, and fields, but in an exaggerated or patterned way. Landscapes can reflect how an artist feels about a place, not just what it looks like. <ul style="list-style-type: none"> Lincolnshire's flat land and rich soil make it one of the UK's biggest food-producing counties. Crops like sugar beet, wheat and barley are widely grown here. Many Lincolnshire foods reflect the seasonal farming calendar and this is celebrated in food festivals. 	<ul style="list-style-type: none"> Landscapes can be used a study of the identity of a place, such as Lincolnshire's farming roots and open skies. David Hockney's landscapes reflect both traditional painting and modern technology, including use of iPads and photography. David Hockney's work is part of the pop art movement and he is a pioneer of acrylic art. David Hockney's work demonstrates how colour, perspective, and composition can express the mood of a landscape. David Hockney believes that art can show the experience of a place, not just its appearance. <ul style="list-style-type: none"> Lincolnshire's food heritage reflects its economic dependence on agriculture. Local dishes connect to traditions, identity, and culinary culture. Food production affects local employment, trade, and tourism.
Key Vocab	landscape , artist , David Hockney , urban , rural , mark , chalk , pen , pencil , paint brush , draw , line , sketch , shade , blend , observe , charcoal , pastels , thick/thin , light/dark , hard/soft , straight/curvy , broad/narrow , digital image , viewfinder , focus , proportion , expression , primary (red yellow blue) , secondary (purple, green, orange) , print , colour wheel , tint , tone , background , foreground , middle ground , effects , pattern , repeat , abstract , imagine , real , memory , natural , transparent , texture , shape , composition , perspective , surface design , opinion , preference , technique , compare , similar , media , influence , inspire , vivid				
Further information	Celebrations of food festivals are promoted to celebrate the regions pride and identity. Lincolnshire is famous for: Lincolnshire poacher cheese, sausages, plum bread, haslet (pork loaf)and stuffed chine (pork with parsley), "breadbasket of England" sugar beet, wheat barley. Trip ideas: Uncle Henry's Farm (sustainability, locally farmed produce, table to fork.) Lincolnshire Wolds Nettleton (observational drawing en plein air, photographs)				

	Substantive Knowledge
Term	Spring



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<p>Key Topic</p>	<p style="text-align: center;">Weather in Motion: focus sculpture Key artist: Alexander Calder Other artists: JMW Turner (big skies)</p> <p>This project, titled “Weather in Motion,” invites students to explore the theme of weather through the lens of mood, movement, and colour, taking inspiration from the kinetic sculptures of Alexander Calder. Students will study Calder’s mobiles, focusing on how he used movement, balance, and space to convey energy and emotion, while experimenting with mark making and colour theory to express different weather conditions such as storms, sunshine, wind, or calm skies.</p> <p>The emphasis will be on creating 3D sculptures and mobiles using a wide range of recycled materials—such as plastic, fabric, foil, and wire—while applying various joining techniques including taping, twisting, gluing, threading, and tying. Students will use tools like scissors, wire cutters, and glue guns (under supervision) to construct their artworks, developing both fine motor skills and creative problem-solving. The project will follow a plan-do-review cycle, encouraging students to sketch initial ideas, test materials, build a final piece, and then reflect on how well their work communicates the chosen weather mood. The final outcome will be a dynamic, hanging or freestanding sculpture that captures the movement and emotion of weather, culminating in a collaborative “Weather in Motion” installation.</p>				
	<p style="text-align: center;">Stage 4</p>	<p style="text-align: center;">Stage 5</p>	<p style="text-align: center;">Stage 6</p>	<p style="text-align: center;">Stage 7&8</p>	<p style="text-align: center;">Stage 9&10</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> Recognise daily weather in Grimsby e.g. sunny, rainy, windy, cloudy Know that weather can be seen and felt Recognise the colours in weather (sun is yellow, sky is blue) Sculptures are solid artforms (3D) not flat on paper You can touch sculptures and even walk around them Alexander Calder is a sculptor. 	<ul style="list-style-type: none"> Name weather types in the UK Know that artists use colour to show feelings (e.g. grey for stormy, yellow for sunny). A sculpture can be made from different materials such as paper, card, wire. Sculptures can be outdoors or indoors. Alexander Calder is a n American sculptor who makes moving art. Alexander Calder worked mostly with wires and plastic. His work often used simple shapes, bright colours, and natural motion. 	<ul style="list-style-type: none"> Weather is seasonal and varies from country to country Observe light and dark in sunsets and sunrises. Sculpture is a form of 3 dimensional art. Alexander Calder is known for making kinetic (moving) art. Alexander Calder trained as an engineer before becoming an artist. Sculptures can represent abstract ideas, such as mood or weather, not just objects. 	<ul style="list-style-type: none"> Alexander Calder was a 20th-century artist and sculptor who developed moving sculptures using balance, engineering, and design. Weather is short term day to day condition of an area. Weather creates movement. Climate is a long-term condition of an area recorded over a longer period of time. Sculptures can be abstract or realistic. Alexander Calder is known for his innovative, kinetic mobiles powered by motors or air currents. Mobiles are suspended works of art which involve movement. Movement in sculpture can mimic natural forces like wind or storm patterns Calder’s mobiles often represent ideas or feelings — not realistic objects — through the way they interact with space 	<ul style="list-style-type: none"> Different areas of the UK experience slightly different climates due to its positioning on the Earth. Weather conveys mood and emotion Weather can affect emotion Sculpture is a part of visual art that is concerned with form. It is a 3D shape or space that is taken up by something. Alexander Calder’s art embraced the aesthetic of surrealist art. Alexander Calder challenged the traditional view of sculpture. His mobiles are based on scientific principles of balance, weight distribution, and air flow. He was inspired by the movement of planets, weather, and nature — using motion and form to communicate ideas. The shadows cast from the mobile become a secondary form of art. Sculpture is not only about form, but also about how the form behaves in space — especially in mobile art.
<p>Key Vocab</p>	<p>weather, sun, rain, wind, storm, snow, hot, cold, night, day, dusk, dawn, sunrise, sunset, colour, light, dark, spectrum, Alexander Calder, sculptor, sculpture, 3 dimensional, 2 dimensional, movement, mobile, kinetic, shape, space, mood, emotion, abstract, realistic., surrealist, join, strengthen, fix, design, assemble, construct, model, viewpoint, suspended, profile, proportion, shadow</p>				
<p>Further information</p>	<p>Sculpture can be made by modelling, carving, casting or construction. They can be made of any materials both manmade and natural and can be made to be displayed inside and outside.</p> <p>Trip ideas: Yorkshire sculpture park</p>				

	Substantive Knowledge
Term	Summer



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Key Topic	<p style="text-align: center;">Children's portraits Key artist: Joan Eardley Other artists: Chantelle Joffe (women and children) Food Technology: Children's party food</p> <p>This cross-curricular project links Art and Food Technology through the theme of children's portraiture and parties, encouraging students to reflect on their own childhood memories while developing both creative and practical skills.</p> <p>In Art, students will explore the expressive and textured work of Joan Eardley, a British artist known for her raw, emotional depictions of working-class children in 1950s Glasgow. Eardley's portraits often feature children in everyday settings, using bold mark making, expressive brushwork, and rich, layered texture to capture the spirit, movement, and mood of her subjects. Her work combines drawing, painting, and collage, often incorporating real materials like newspaper, fabric, and found objects, making her a perfect inspiration for a mixed-media approach. Using photographs of themselves as young children, students will create observational drawings, exploring gesture, facial expression, and body language. They will experiment with paint and colour to reflect emotion and memory, and enhance their final portraits through collage using textiles, sweet wrappers, and other materials linked to their childhood.</p> <p>In Food Technology, students will plan and prepare party-themed foods inspired by their childhood celebrations. This may include making mini cupcakes, colourful biscuits, finger foods, or fruit kebabs, focusing on presentation and decorative elements that echo the colours and themes from their artwork. Students will consider healthy options, cultural variations, and the connection between food, memory, and identity. The project will culminate in a "Childhood Memories" showcase, where students display their mixed-media portraits alongside their party food creations, celebrating their personal histories through both visual art and culinary design.</p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Recognise self as a child. A portrait is a picture of a person Joan Eardley is an artist who paints pictures of people. Artists use colours, lines and shapes to show how someone looks and feels 	<ul style="list-style-type: none"> A portrait might show just their face, or their whole body A portrait may show how a person is feeling We can draw people using shapes for heads, eyes, noses, and mouths. Joan Eardley is a Scottish artist Joan Eardley paints in bright colours and uses collage to create pattern and texture. 	<ul style="list-style-type: none"> A portrait can be a painting/drawing or a photograph Joan Eardley photographed children playing and Glaswegian Street life. Joan Eardley's artwork is from observational life drawings and portrays working class life in Glasgow. Joan Eardley uses colour, shape and texture in her portraits. Joan Eardley was an artist who painted real children in rough, messy, and expressive ways. 	<ul style="list-style-type: none"> A portrait can be created on and with different media Joan Eardley's work is figurative (linked to the real world) Joan Eardley used paint and collage (litter and street signs) to give an impression of a city environment. Children/teenagers/adults all have different proportions. Skin tones vary from childhood into adulthood and from person to person. 	<ul style="list-style-type: none"> A portrait can reflect feelings, mood and emotion. Portraits have developed in modern day society through social media platforms. Joan Eardley depicts relationships between children (often siblings) in her artwork. Joan Eardley's work depicted over crowdedness and dilapidation of urban life in Glaswegian tenements. Joan Eardley's work depicted mostly postwar poverty in Glasgow and her artwork is full of emotion Joan Eardley uses collage and pattern to create surface textures and create atmosphere. Joan Eardley's work evokes emotion from the viewer.



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		<ul style="list-style-type: none"> Party food can include things like cupcakes, fruit or sandwiches. 			
Key Vocab	<p>portrait, self-portrait, Joan Eardley, painting, children, teenagers, adults, facial expression, face, body, draw, sketch, mark, observe, focus, blend, shade, bright colours, expression, emotion, mood, texture, collage, pattern, figurative, tactile, urban, impression, proportion, skin tone, depict, dilapidated, tenement, atmosphere, evoke, viewer.</p> <p>Party, finger food, celebration, sweet, savoury, salty, sour, bitter, culture, religion, custom, tradition, homemade, packaged, prepared catered,</p>				
Further information:	<p>A portrait is a picture of a person. It can show what they look like, how they feel, or something about their personality. A portrait might show just their face, or their whole body, and it can be made using drawing, painting, collage, or even sculpture. Portraits help tell a story about the person being shown. Portraits can be painted of others (portrait) or of yourself (self-portrait).</p> <p>Possible examples of party food to taste and make: sandwiches, sausage roll, cheese roll, pizza, quiche, fruit kebabs, veg sticks and dip, cakes, buns, biscuits</p> <p>Trip/Wider opportunity ideas: children's street party outside (party food) > invite parents and families, pupil's artwork displayed and pupils to plan and make all the food</p> <p>Visit to local supermarket to buy ingredients</p>				

Disciplinary Knowledge

Being an artist.




Pupils will develop their creativity, confidence, and imagination alongside key artistic skills. They will be encouraged to think like artists—to explore ideas freely, take creative risks, and express themselves in personal and meaningful ways. Through drawing, painting, collage, and working with different materials, they will learn how to use line, colour, texture, and form to bring their ideas to life. As they create, pupils will study the work of artists from different times and cultures, discovering how artists have used their work to tell stories, share emotions, and respond to the world around them. They will be taught to plan,



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make, experiment, and review, developing not only technical skills but also the ability to reflect, adapt, and innovate. This creative journey will help each pupil grow into a confident, independent artist with their own unique voice.

Stage 4	Strands	Stage 5	Stage 6	Stage 7&8	Stage 9&10
<p><u>Creating with Materials (Art and Design Foundations)</u></p>  <p>Art and Design</p> <ul style="list-style-type: none"> Chooses and uses a variety of tools, colours, and materials with increasing control. Talks about what they are making and why. Joins materials together using glue, tape, or simple folding. Explores different textures, shapes, and colours in their artwork. Notices and talks about patterns and designs in the environment. Begins to plan what they want to make and adapts it as they go. Explores how materials can be changed (e.g., mixing paint, scrunching paper). Enjoys building and constructing for a purpose, such as making a model or home. 	<p>Drawing and Sketching</p> 	<p>Draw from imagination and some observation</p> <p>Create simple observational drawings</p> <ul style="list-style-type: none"> Still life Buildings Animals People <p>Use collage including photographs and other media to create artwork</p> <p>Begin to use sketchbooks to experiment with different techniques</p>	<p>Observational drawing with increasing focus on what is actually there</p> <p>Develop sense of what they like to draw</p> <p>Use marks and lines to experiment with textures;</p> <ul style="list-style-type: none"> Shading Blending Stippling Hatching <p>Take and manipulate photographs using simple software to create artwork</p> <p>Lighter and darker tones to make marks</p> <p>Begin to use sketchbooks to refine their ideas</p>	<p>Know how to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Develop proportion, scale, order</p> <p>Quick light lines and deliberate measured lines</p> <p>Begin to make art using digital means: drawing and painting programmes, vector drawing</p> <p>Know how to use sketchbooks to help produce a final piece of art</p>	<p>Know how to express emotion in art (explore colour, tone, shading)</p> <p>Develop personal style</p> <p>Know a range of different drawing styles (graphic, technical, illustration, abstract, realistic, digital)</p> <p>Light sources – shading to create mood and feeling</p> <p>One point perspective</p> <p>Produce more complex art using digital means drawing and painting programmes, vector drawing and manipulated photographs</p> <p>Use sketchbooks purposefully to investigate, research and test ideas</p>
	<p>Painting and Printing (including textiles)</p> 	<p>Know how to mix primary colours to create the secondary colours</p> <p>Know how to use paint to explore pattern printing (stamping, pressing and rolling)</p> <p>Know how to use and combine materials including textiles</p>	<p>Know how to differentiate light and dark colours and mix tints (adding white) and tones (adding black)</p> <p>Know how to design and create an impression print (use a range of print making eg poly print, mono printing, block printing)</p>	<p>Know how to mix skin tones, use varying tones of colour such as in skies and landscapes.</p> <p>Use pattern and texture for desired effect and decoration. Explore overlapping printing techniques of more than one colour.</p>	<p>Know harmonious (colours that are next to each other on the spectrum) and complimentary colours (colours opposite each other on the spectrum and tertiary colours (mixing primary with a secondary colour to create different browns)</p> <p>Produces combined, pictorial and patterned prints (e.g William Morris).</p>



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	<p>Begin to use a range of materials/surfaces and components (colour, shape, texture)</p>	<p>Create art in a range of craft forms such as weaving, sewing and wire jewellery.</p> <p>Know how to use a range of materials/surfaces and components (colour, shape, texture) with increasing control</p>	<p>Begin to use a basic pattern to create a specific object (such as a cushion cover/hand puppet) including using sewing machine using basic stitches.</p> <p>Select materials/surfaces and components suitable for the task</p>	<p>Designs prints for fabrics, book covers and wallpaper.</p> <p>Independently create own product using dyes and batiks to use in artwork.</p> <p>Explain their choice of materials and resources according to functional properties and aesthetic qualities</p>
<p>Sculpture and 3-dimensional work</p> 	<p>Begin to use a range of tools to perform practical tasks</p> <p>Know how to join together materials and components in different ways) <u>glue gun</u>, masking tape, Sellotape, glue sticks, PVA, split pins, <u>paper clip</u>, <u>stapler</u>, card, dowels, card wheels, wooden wheels, axel holders)</p> <p>Plan a simple product based on something they have seen</p>	<p>Use a range of tools to perform practical tasks with greater accuracy</p> <p>Know how to work accurately to measure, shape and join materials and components resulting in a quality finished product</p> <p>Make a simple plan, deciding which task needs to be done first.</p>	<p>Know how to select the most appropriate materials, tools and techniques for a given task</p> <p>Know how to make a product which applies strengthening skills</p> <p>Design a 3D product for a specific user</p>	<p>Know which tools to use for a particular task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome to result in a quality finished product</p> <p>Know how to make a prototype before making a final version (maquette)</p> <p>Use research and develop design criteria for a 3D product</p>
<p>Study of Makers and Artists</p> 	<p>Explore art of a range of famous artists</p> <p>Know that artists create art and that some of them are famous</p> <p>Begin to describe the content, feeling and emotions conveyed by the artwork</p>	<p>Know how to describe and compare the work of artists</p> <p>Look at art for pleasure and purpose, talk about why they like it.</p> <p>Begin to develop their use of language of art (formal elements)</p> <p>Use ideas inspired by artists in their own work</p>	<p>Know that there are historical and contemporary artists</p> <p>Know how to identify the techniques used by different artists</p> <p>Know how to discuss how well artists have achieve desired effects within their work.</p> <p>Discuss how key events/people have shaped the world</p>	<p>Understand what a specific artist is trying to achieve in a given situation</p> <p>Explain the style and techniques of art used in their own work and how it has been influenced by a famous artist</p> <p>Develop greater knowledge of the role of art in society</p>



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	<p>Food Technology</p>  <p>Hygiene and safety</p> <p>Being healthy</p> <p>Where food comes from</p> <p>Preparing / tasting food</p>	<p>Begin to understand basic hygiene routines before preparing or eating food</p> <p>To know some of the foods that keep us healthy</p> <p>Begins to understand where some food comes from (do not originate in shops)</p> <ul style="list-style-type: none"> -fruit from trees -vegetables grow in ground -milk from cow -eggs from chicken <p>Begin to make simple snacks (sweet and savoury)</p>	<p>Know how to be both hygienic and safe when using food</p> <p>to know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</p> <p>Knows the original sources of common foods</p> <ul style="list-style-type: none"> -milk, egg, chips, flour, fruit, veg, meat, chips, etc <p>knows how to make simple snacks independently (sweet and savoury)</p>	<p>Know why hygiene is important and to be safe during food preparation and eating independently</p> <p>Knows principles of a balanced diet</p> <p>Know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Begin to prepare and cook some savoury dishes using a range of cooking techniques</p>	<p>Explain the importance of good hygiene standards when preparing food</p> <p>Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p> <p>Understand the seasonality of different foods.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
	<p>Review</p>  <p>review</p>	<p>Explore a range of existing products and use this knowledge to design their own product.</p> <p>Explain what went well.</p>	<p>Know how to describe how an existing product works (toy vehicles)</p> <p>Begin to explain what they would do differently next time.</p> <p>Begin to offer advice to others (peer evaluation)</p>	<p>Evaluate products against their own design criteria</p> <p>Know how to explain how to improve their finished product giving reasons why</p> <p>Make careful and considerate judgements about their own and others work</p>	<p>Know how to suggest and justify improvements to the finished product made during the making process</p> <p>Fairly appraise their own work and others, accepting criticism from others</p>