

Design and Technology Progression of Skills

	EYFS	Key	Stage 1	Lower Ke	y Stage 2	Upper Ke	ey Stage 2
Thread	 Technology To recognise a range of technology is used in places such as homes and schools. Select and use technology for a particular purpose Expressive arts and Design Exploring and using media and materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology. Physical Development Health and self-care Understand the importance of a healthy diet Talk about ways to keep healthy and cafe. 	Design: design purposeful, funct themselves and other users based of generate, develop, mod through talking, drawing, templates information and communication teo Make select from and use a ra perform practical tasks [for example finishing] select from and use a w components, including construction according to their characteristics Evaluate evaluate their ideas and Technical knowledge build structures, explore build structures, explore stiffer and more stable explore and use mechar wheels and axles], in their products Cooking and nutrition use the basic principles dishes [] understand where food co	tional, appealing products for in design criteria el and communicate their ideas , mock-ups and, where appropriate, thnology nge of tools and equipment to e, cutting, shaping, joining and ide range of materials and materials, textiles and ingredients, ange of existing products products against design criteria ing how they can be made stronger, hisms [for example, levers, sliders, distributed in the prepare mes from.	Design use research and develop purpose, aimed at particular individ generate, develop, mod diagrams, prototypes, pattern piece Make select from and use a w finishing], accurately select from and use a w according to their functional proper Evaluate investigate and analyse evaluate their ideas and understand how key eve apply their understandin understand and use elect motors] apply their understandin Cooking and nutrition understand and apply thi understand and apply their understandin	op design criteria to inform the design uals or groups el and communicate their ideas throu is and computer-aided design ider range of tools and equipment to ider range of materials and componen- ties and aesthetic qualities a range of existing products I products against their own design or ents and individuals in design and tech ng of how to strengthen, stiffen and r chanical systems in their products [for ctrical systems in their products [for ents of computing to program, monitor the principles of a healthy and varied d ety of predominantly savoury dishes u and know where and how a variety of	of innovative, functional, appealin of innovative, functional, appealin igh discussion, annotated sketches perform practical tasks [for examp nts, including construction materia iteria and consider the views of oth nnology have helped shape the wo einforce more complex structures r example, gears, pulleys, cams, lex xample, series circuits incorporatir and control their products. liet using a range of cooking technique: if ingredients are grown, reared, ca	ng products that are fit for , cross-sectional and exploded le, cutting, shaping, joining and ls, textiles and ingredients, ners to improve their work rld Technical_knowledge vers and linkages] ng switches, bulbs, buzzers and
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Developing, planning and communicating ideas	 Explain what they are making and which materials they are using. Select materials from a limited range that will meet a simple design criteria e.g. shiny. Select and name the tools needed to work the materials e.g. scissors for paper. Explore ideas by rearranging materials. Describe simple models or drawings of ideas and intentions. Discuss their work as it 	 Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: Explain what they are for, how they work, what materials have been used. Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to develop their ideas 	 Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT (if relevant) 	 With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. 	 Start to generate ideas, considering the purposes for which they are designing-link with Mathematics and Science. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning, consider the 	 Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design 	 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design.
	intentions.Discuss their work as it progresses.	on a design criteria. • Begin to develop their ideas through talk and simple drawings. • Make templates and mock ups	 their ideas in card and paper or using ICT (if relevant) Begin to explain why they chose a certain material 	developed ground-breaking products.Start to understand whether products can be recycled or	 and products. When planning, consider the views of others (including intended users) to improve their work. 	 apply a range of finishing techniques, including those from art and design Draw up a specification for their design-link with 	including those from art and design.Draw up a specification for their design- link with Mathematics and Science.

	of their ideas in card and paper or using ICT (if relevant) • Communicate with others about how they want to construct their product • Explain how they intend to fix simple materials	Develop their own ideas from given starting points	 reused. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics. Put together a step-by-step plan which shows the order and also what equipment and tools they need 	 Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. When planning explain their choice of materials and components according to function and aesthetic. Take account of the ideas of others when designing Produce a plan and explain it to others Consider how to present their product in an interesting way 	 Mathematics and Science. Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Produce a range of ideas after collecting information Produce a detailed step- bystep plan Suggest some alternative plans and say what the good points and drawbacks are about each Explain how their product will appeal to the audience 	 Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Use market research to inform plans Follow and refine their initial plan if necessary Convincingly justify their plan to someone else Show consideration to culture and society in a design Explain how their product should be stored justifying with reasons Suggest ideas about how their product could be sold Work within a given budget
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	Begin to create their design	Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary
	using basic techniques	Docign	Design	• Dosign	Docian	Design	Design
	Start to build structures	Structures	Structures	Structures	Structures	Structures	Structures
	ioining components	• Structures	• Stronger	Structures Stronger	• Stronger	• Stronger	• Stronger
	Joining components	Stronger Explore	Stronger Explore	Evolore	• Explore	• Explore	• Explore
		Mechanisms	Mechanisms	Mochanisms	Machanisms	Mechanisms	Mechanisms
	 LOOK at simple ninges, 	Internations	Internations	levers	Internations	Internations	levers
	wheels and axles.	Sliders	Sliders	Sliders	Sliders	Sliders	Sliders
	 Use technical vocabulary 	Avels	Avels	Avols	• Avols	Avols	Avols
	when appropriate.	Identify	Identify	Identify	Identify	Identify	Identify
	Begin to use scissors to cut	Assemble	Assemble	Assemble	Assemble	Assemble	Assemble
	straight and curved edges	Tools	Tools	Tools	Tools	Tools	Tools
	and hole pinches to punch	Materials	Materials	Materials	Materials	Materials	Materials
	holes.	Range	Range	Range	Range	Range	Range
	 Explore using/ holding basic 	Components	Components	Components	Components	Components	Components
	tools such as a saw or	Product	Product	Product	Product	Product	Product
	hammer.	resource	Resource	Resource	Resource	Resource	Resource
	Use adhesives to join	New learning		• table	• table	• table	• table
	material.	Regin to make their design	New Key Vocabulary	Appropriately	Appropriately	Appropriately	Appropriately
		Begin to make their design	Stable	Accuracy	Accuracy	Accuracy	Accuracy
		using appropriate techniques.	Stable Appropriately	Demonstrate	Demonstrate	Demonstrate	Demonstrate
		Begin to build structures,		Sewing	Sewing	Sewing	Sewing
		exploring now they can be	Demonstrate	Techniques	Techniques	Techniques	Techniques
		made stronger, stiffer and	Sewing	• Attach	• Attach	• Attach	• Attach
		more stable.	Techniques	Running stitch	Running stitch	Running stitch	Running stitch
		Explore and use mechanisms	Attach		onstruction	onstruction	onstruction
Working with tools,		[for example, levers, sliders,	Bunning stitch		Mechanical	Mechanical	Mechanical
equipment, materials		wheels and axles], in their		New Key Vocabulary	Textiles	Textiles	Textiles
and components to		products.	Devision	• Construction	Electrical systems	Electrical systems	Electrical systems
make quality products		Identify and talk about	Revision	Mechanical	Input, process and	 Input, process and 	 Input, process and
		products which use electricity	Begin to make their design using	Textiles	output	output	output
		to make them work	appropriate techniques.	Electrical systems	Linkages	LINKages	Linkages
		With help measure, mark out,	 Begin to build structures, 	Input, process and	Gircuite	Circuits	Circuits
		cut and shape a range of	exploring how they can be made	output	Circuits	combine	• combine
		materials.	stronger, stiffer and more	Linkages		Pulleys	Pulleys
		 Explore using tools e.g. 	stable.	Pneumatic	New Key Vocabulary	Gears	Gears
		scissors and a hole punch	Explore and use mechanisms	Circuits	• combine	Functional products	Functional products
		safely.	[for example, levers, sliders,	Revision	• Pulleys	• Monitor	Monitor
		 Begin to assemble, join and 	wheels and axles], in their	• Explore and use mechanisms	Gears Eusctional products	Environment	Environment
		combine materials and	products.	[for example, levers, sliders,	Punctional products	Framework	Framework
		components together using a	Identify and talk about products	wheels and axles], in their	Environment	Reinforce	Reinforce
		variety of temporary methods	which use electricity to make	products.	Framework	• 3D	• 3D
		e.g. glues or masking tape.	them work	Identify and talk about	Reinforce	• Initiative	Initiative
		 Begin to use simple finishing 	 With help measure, mark out, 	products which use electricity	• 3D	Incorporate	Incorporate
		techniques to improve the	cut and shape a range of	to make them work	Initiative	Supervision	Supervision
		appearance of their product.	materials.	Explore using tools e.g.	Incorporate		 Shaping, joining and
		 Make a product which moves 	 Explore using tools e.g. 	scissors and a hole punch	Supervision	New Key Vocabulary	Construction
		Attempt to make their model	scissors and a hole punch safely.	safely.		Shaping, joining and	Aesthetic qualities
		stronger if it needs to be	Begin to assemble, join and	Begin to assemble, join and	Revision	finishing	Complex electrical
		Select appropriate resources	combine materials and	combine materials and	Start to think about their ideas	Construction	circuits
		and tools for their building	components together using a	components together using a	as they make progress and be	Aesthetic qualities	
		projects	variety of temporary methods	variety of temporary methods	willing to change things if this	Complex electrical	New Key Vocabulary
			e.g. glues or masking tape.	e.g. glues or masking tape.	helps them to improve their	circuits	Stitch motorials
					work.		together
						Revision	Modifications
L							in our incations



			 begin to use simple making techniques to improve the appearance of their product. Make a product which moves New learning Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product – e.g. a pop up card Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas. Select the best tools and materials Be able to join things (materials/components) together in different ways Measure materials to use in a model or structure Create working circuits to light a built or work a buzzer Attach features to a vehicle (e.g. an axel and wheels) Join fabric using a running stitch, glue and tape 	 begin to use simple information of the sapearance of their product. New learning Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products. Measure, mark out, cut, score and assemble components with more accuracy. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to make sure that their product looks attractive Make choices of material both for its appearance and qualities Select the most appropriate tools and techniques to use for a given task 	 cut and join fabric with some accuracy. Use equipment safely Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut. Try alternative ways of fixing something if the first attempt is not successful New learning Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Know how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Continue to learn how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Now sew using a range of different stitches, to weave and knit. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	 mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Know how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Continue to learn how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Persevere with their product even though their original idea might not have worked New learning Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products and how to program a computer to monitor changes in the environment and control their products and how to program a computer to monitor changes in the environment and control their products. 	 Revision With growing confidence cut and join with accuracy to ensure a good-quality finish to the product Weigh and measure accurately (time, dry ingredients, and liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Use a range of tools and equipment expertly Demonstrate how to use skills in using different tools and equipment safely and accurately New learning Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product. With confidence pin, sew and stitch materials together to create a product. Demonstrate when make modifications as they go along. Construct products using permanent joining techniques. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor
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		 Make a product which uses both electrical and mechanical components Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut. Try alternative ways of fixing something if the first attempt is not successful Join fabrics using a running stitch Create and use simple gears, pulleys, cams, levers and linkages Build models incorporating circuits with buzzers and bulbs 	 Persevere with their product even though their original idea might not have worked Use pulleys, levers and linkages in their product Build a model which incorporates a motor Use a glue gun with close supervision (one to one) Create a more complex pop up (e.g. card) Use a simple pattern to create a life-sized item of clothing 	 Understand that mechanical and electrical systems have an input, process and output. Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately With growing confidence cut and join with accuracy to ensure a good-quality finish to the product Weigh and measure accurately (time, dry ingredients, and liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Use a range of tools and equipment expertly Make up a prototype first Measurement accurately to ensure that everything is precise Demonstrate motivation/perseverance to refine and improve their products Create a 3D product using a range of materials and sewing techniques Use a glue gun with close supervision Incorporate switches to turn on and off into models made 	 changes in the environment and control their products. Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT Combine fabric to make a high quality product for a purpose Use a craft knife, cutting mat and safety ruler with close supervision (one to one) Make decisions and select the most appropriate mechanical system for a particular purpose
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 Fundamental problem of the problem of		Say what they like and do	Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary
Production Production Produ		not like about items they	Evaluate	Evaluate	• Evaluate	• Evaluate	Evaluate	Evaluate
Ordy · Purpore · Purpore · Purpore · Purpore • Ordy · Description Description Description Descripti		have made and attempt to	Product	Product	• Product	Product	Product	Product
• Second • Stating · Stating · Stating · Stating · Stating <th< th=""><th></th><th>say why.</th><th>Purpose</th><th>Purpose</th><th>Purpose</th><th>Purpose</th><th>Purpose</th><th>Purpose</th></th<>		say why.	Purpose	Purpose	Purpose	Purpose	Purpose	Purpose
shores a bry deveload of second of		 Begin to talk about their 	Existing	Existing	Existing	Existing	Existing	Existing
Backet of good and ball or - Backet of good and ball or the state of good		designs as they develop and	Developed	Developed	Developed	Developed	Developed	Developed
exist bit Add cdt cdt cdt cdt cdt cdt cdt cdt cdt c		identify good and bad	Identifying	Identifying	Identifying	Identifying	Identifying	Identifying
 State that gene of a state of this gene of a state of the state of the		points.	Changes	Changes	Changes	Changes	Changes	Changes
Build dring by makes process. Contributes process.		 Start to talk about changes 	 Strengths 	• Strengths	Strengths	• Strengths	• Strengths	• Strengths
Process. Proce		made during the making			Range of products	Range of products	• Range of	• Range of
 Perkasting processes Perkasting processes		process.	New learning		Confidence	Confidence	products	products
Key location Per discussion Per dis		 Discuss how closely their 	Start to evaluate their product	New Key Vocabulary		Original design	Confidence	Confidence
Bele deign criteria. in relation to the purpose (sign criteria. i. * Configned deign (sign criteria. i. * Configned eign criteria.		finished products meet	by discussing how well it works	Range of products	New Key Vocabulary	Intended purpose Disessemble	Original design	Original design
Evaluating process Instruction of the second seco		their design criteria.	in relation to the purpose	Confidence in talking	Original design	Disassemble Shape the world	Intended purpose Disassambla	Intended purpose Disassamble
Fundamental processes When looking at existing processes Network opticity existing intervention products existin			(design criteria).		Intended purpose	shape the world.	Shape the world	Shape the world
Evaluating products explain what they like and why. • Same to evaluate their products and why. • Same to evaluate their products as they are developed. (design of the functions) as the functions) as developed. (design of the functions) as develo			 When looking at existing 	Revision	Disassemble		Shape the world.	Snape the world. Specification
Perkakate processes and disk about the froduces is disk about the produces at buy and eveloped, identifying sterngths and pable changes there make next time. is disk about the is disk about the produces at ange of exiting produces at the produces at and specific trains. is define a evaluate their produces at ange of exiting produces at the produces at and specific trains. is define a evaluate their produces at ange of exiting produces at and specific trains. is define a evaluate their produces at ange of exiting produces at the produces at and specific trains. is define a evaluate their produces at ange of exiting produces at ange of exiting produces at and specific trains. is define a evaluate their produces at ange of exiting produces at the produces at ange of exiting produces at and specific trains. is define a evaluate their produces at ange of exiting produces at and specific trains. is define a evaluate their produces at ange of exiting produces at the produces at and specific trains. is define a evaluate their produces at ange of exiting produces at and specific trains. is define a evaluate their produces at ange of exiting produces at and specific trains. is define and and			products explain what they like	Start to evaluate their product by	Shape the world.	New Key Vocabulary		Evaluate
Evaluating processes Appropriate test (carran). Appropriates test (carran).			and dislike about the Products	discussing how well it works in		• Assignment	New Key Vocabulary	appearance and function
Evaluating processes and products • elegin to evaluate their products set hey are developed, identifying storegrams and puscible states are are toring. • balate their work against their states are developed. identifying storegrams and puscible explain what they like and dising or states are developed. identifying storegrams and puscible explain what they like and dising storegrams and puscible explain what they like and dising storegrams and puscible explain what they like and storegrams and puscible explain what they like and storegrams and puscible explain what they like and dising balate their work against their products seplin what they like and dising balate their work against their products seplin what they like and puscible changes they are developed. identifying what went welfan design or term. • Caluate their work against their products seplin what they like and dising balate their work against they are developed. identifying what went welfan design or term. • Caluate their work balat states are developed. identifying what went welfan design or term. • Caluate their work against their are developed. identifying what went welfan design or term. • Caluate their work balat states are developed. identifying what went welfan are developed. i			and why.	relation to the purpose (design	Revision	Appropriate tests	Specification	
Evaluating processes appendixed an induction			Begin to evaluate their products	criteria).	• Evaluate their work against their	Improvements Eamiliar products	Evaluate appearance and function	New Key Vocabulary
Evaluating processes Another hybride standparts whymight make next time. • look at a range of existing and at the and the work whymight make next time. • look at a range of existing and at the and at ange of existing and at the and their work hold the sign of moletices pains what they ight existing hard parsible changes is they and device headparts. • Revision * Revision • Revision			as they are developed,	When looking at existing products	design criteria.	· Parimar products	appearance and function	Strength and areas
Evaluating processes and products 			identifying strengths and	explain what they like and dislike	 Look at a range of existing 	Baulitan	Devision	for development
Evaluating processes and products • Segin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time. • Shart to evaluate their products as they are developed, identifying what went well and possible changes they might make next time. • Shart to evaluate their products and disile about their or design or training products are developed, identifying what went well and possible changes they might make next time. • Shart to evaluate their products and disile about their or design or training products are developed, identifying what went well and possible changes they are developed, identifying what went well and possible changes products are developed, identifying what went well and possible changes and disile about Products and why. • Shart to evaluate their products and disile about their or design or training products are developed, identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and disile about their design or diveloped identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and disile about their design or diveloped identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and disile about their design or diveloped identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and on they or developed identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and on they or developed identifying what went well and possible changes they might mostene time. • Shart to evaluate their products and on they or diveloped they or others to improve them. • Shart to evaluate their products and on they			possible changes they might	about the Products and why.	products explain what they like	Revision	Revision	Record evaluations
Evaluating processes and products is they are developed, they might make next time. is they are developed, they might make next time. is the vare developed, they might make next time. is the vare developed, they might make next time. is they are deve			make next time.	Begin to evaluate their products	and dislike about Products and	Start to evaluate their product	Evaluate their work both	• Justify
Valuating processes and products Same the meet meet and products Same developed some meet meet design or terins. Same developed some meet meet some developed some meet meet some developed some meet meet some developed some term. Same developed some meet some developed some meet meet some developed some meet meet some developed some term. Same developed some meet some developed some meet some developed some term. Same term work both during and atter and of the some and atter moet some some term. Same term work both design or term work both design or term work both design or term work both some term. Same term work both during and term or term some term work both some term. Same term work both design or term work both some te				as they are developed, identifying	why.	against original design criteria	during and at the end of the	 Test and evaluate
Evaluating processes and products Perspective products Perspective product Perspective products <th></th> <th></th> <th></th> <th>strengths and possible changes</th> <th>• Start to evaluate their products</th> <th>e.g. now well it meets its</th> <th>assignment.</th> <th></th>				strengths and possible changes	• Start to evaluate their products	e.g. now well it meets its	assignment.	
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New learningDesplie changes they might a leavieut e sould at their work against their design of treats.Do solible changes they might a leavieut to roignal design of treats.De solie to disassemble and evaluate familiar products and consider the views of others to improve them.De solie to disassemble and evaluate familiar products and outsets products and why.De solie to disassemble and evaluate familiar products and to consider the views of others to improve them.De solie to disassemble and evaluate familiar products and to consider the views of others to improve them.De solie to disassemble and evaluate familiar products and to consider the views of others to improve them.De solie to disassemble and evaluate familiar products and to consider the views of others to improve them.De solie to disassemble and evaluate familiar products and consider the views of others to improve them.De solie to disassemble and evaluate familiar products and consider the views of others to improve them.De solie the views of others to improve them.De solie the views of others to improve them.Vieth confidence talk about their intended purpose what went well and possible what went well and possible what went well and possible tidesDe solie the views of others to improve them.De solie the views of others to improve them.De solie the view of others to improve them.De solie the views of others to improve them.Vieth confidence talk about their intended purpose what went well and possible what went well and possible what went well and possible what went well and possible well at familiar products and consider the views of others to improve them.De solie t	and products				identifying what went well and	Suggest some improvements	carrying out appropriate	Evaluate their work both
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		 Suggest some improvements and say what was good and not so good about their original design Begin to explain how they can improve their original designs Evaluate their product, thinking of both appearance and the way it works 	 Evaluate their work both during and at the end of the assignment. Begin to seek evaluation from others. Evaluate how the key designs of individuals in design and technology have helped shape the world. Evaluate appearance and function against original criteria 	 Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate how the key designs of individuals in design and technology have helped shape the world. Test and evaluate their final product Evaluate if their product meets all design criteria Justify why they selected specific materials



	 Begin to develop a food 	Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary	Revise Key Vocabulary
	vocabulary using taste,	Food	Food	Heat source	Food that is grown	Food that is	Food that is
	smell, texture and feel.	Food source	Food source	 Dishes from other 	Food that is reared	grown	grown
	 Explore familiar food 	Sort food	Sort food	countries	 Food hat is caught 	Food that is	 Food that is
	products e.g. fruit and	Portion	Portion	Cutting Decling	Mixing	reared	reared
	vegetables.	 Hygienically 	Hygienically	Grating	Spreading	Food hat is caught	Food hat is
	 Stir, spread, knead and 	Cutting	Cutting	Gruting	Kneading	Mixing	caught
	shape a range of food and	Peeling	Peeling Creting	Key yesabulary	Baking	Spreading	• Mixing
	ingredients.	Graung Non-standard	Grating Non-standard measures	Food that is grown	Balanced diet	Kneading Reking	Spreading
	Begin to work safely and	measures	• Non-standard measures	 Food that is grown 	Energy	Baking Balanced dist	Kneading Raking
	nygienically.		New Key Vocabulary	 Food that is reared Food bat is caught 	Health high energy food	Balanced diet Epergy	Balanced diet
	Start to think about the	Begin to understand that all	Heat source	Mixing	Homogrown foods	Health high	Energy
	in a diet	food comes from plants or	Dishes from other	Spreading	• Homegrown roods	energy food	Health high
	Measure and weigh food	animals.	countries	Kneading	Kauwaahulamu	Homegrown	energy food
	items non-statutory	Explore common food sources		Baking	Key Vocabulary	foods	Homegrown
	measures e.g. spoons, cups.	(e.g. from food or animals)	Revision	Balanced diet	Savoury	Savoury	foods
		 Start to understand how to 	Understand that all food comes	 Energy 	• Weigh		Savoury
		name and sort foods into the	from plants or animals.	 Health high energy 	Preserve		
		five groups in (e.g. could use the	• Develop understanding of where	food	Appealing	Key vocabulary	Key vocabulary
		'The Eat well plate')	different foods come from (e.g.	Homegrown foods	, ibbeamily	Seasons	Processed
		Know that everyone should eat	foods which are farmed, grown		Revision	Ingredients	Affordable
		at least five portions of fruit and	elsewhere (e.g. home) or caught)	Revision	• Understand that food is grown	Substances -	e Clining
		current guidelines()	and also food from native to	Recognise the need for a variety	(such as tomatoes, wheat and	nutrients, water	• Slicing
		• Know how to propare simple	different countries.	of food in a diet	potatoes), reared (such as pigs,	and fibre	Grating
		dishes safely and hygienically	Understand how to name and sort	 Demonstrate how to prepare 	chickens and cattle) and caught	Measuring scales	Chopping
Food and Nutrition		without using a heat source.	roods into the five groups in (e.g.	simple dishes safely and	(such as fish) in the UK, Europe	Revision	
		Know how to use techniques	• Know that overvene should eat at	hygienically, without using a	and the wider world.	 Understand that food is 	Revision
		such as cutting, peeling and	least five portions of fruit and	Demonstrate have to use	Know how to use a range of	grown (such as tomatoes,	Know how to prepare and
		grating.	vegetables every day (check	Demonstrate now to use tochniques such as sutting	techniques such as peeling,	wheat and potatoes), reared	cook a variety of
		 Measure and weigh food items 	current guidelines!)	neeling and grating	chopping, slicing, grating,	(such as pigs, chickens and cattle) and caught (such as	predominantly savoury
		using non-standard measures	New learning	Make dishes from other	mixing, spreading, kneading and	fish) in the UK Europe and	dishes safely and
		(e.g. spoons and cups)	Recognise the need for a variety	countries (if relevant to learning	Daking.	the wider world.	hygienically including the
			of food in a diet	theme)	be active and healthy, food and	• Know how to prepare and	use of a near source
			Demonstrate how to prepare		drink are needed to provide	cook a variety of	Ose appropriate tools and aquinment, weighing and
			simple dishes safely and	New Learning	energy for the body and identify	predominantly savoury	measuring with scales
			hygienically, without using a heat	 Start to know that food is 	healthy high energy foods)	dishes including the use of a	Explain how ingredients were
			source.	grown (such as tomatoes,		heat source	grown, reared and caught.
			 Demonstrate how to use 	wheat and potatoes), reared	New Learning	Demonstrate increasing	0,00
			techniques such as cutting,	(such as pigs, chickens and	• Understand how to prepare and	confidence in how to use a	New Learning
			peeling and grating	cattle) and caught (such as fish)	cook a variety of predominantly	range of techniques such as	Understand that seasons
			Make dishes from other countries (if relevant to learning thema)	world	savoury dishes including	grating mixing spreading	may affect the food
			(if relevant to learning theme)	Understand how to propare and	experience of using a heat	kneading and baking	available.
				cook a variety of dishes	source.		• Explain how food is
				including experience of using a	Measure and weigh ingredients	New Learning	processed into ingredients
				heat source.	appropriately	Begin to understand that	that can be eaten or used in
				• Begin to understand how to use	Explain why a healthy diet is	seasons may affect the food	cooking.
				a range of techniques such as	important	available.	Understand how to use a
				peeling, chopping, slicing,	Understand what to do to be hygionic and cafe	Understand how food is	range of techniques such as
				grating, mixing, spreading,	Posomo familiar with some of	processed into ingredients	peeling, chopping, slicing,
				kneading and baking.	the processes that foods go	that can be eaten or used in	kneading and baking
					the processes that roots 50	cooking.	and baking.



		 Know how a healthy diet is made up from a variety and balance of different food and drink Begin to know that to be active and healthy, food and drink are needed to provide energy for the body (and begin to distinguish healthy high energy foods) Be able to identify foods which come from the UK and other countries in the world 	through to preserve them/make them more appealing	 Evaluate a meal and consider if they contribute towards a balanced diet Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health Explain what times of year particular foods are eaten in Describe what to do to be hygienic and safe Use appropriate tools and equipment, weighing and measuring with scales. 	 Know different food and drink contain different substances (nutrients, water and fibre) that are needed for health. Plan a healthy and affordable diet *Understand /Explain