



## Design and Technology Progression of Skills

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Thread	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>To recognise a range of technology is used in places such as homes and schools.</li> <li>Select and use technology for a particular purpose</li> </ul> <p><b>Expressive arts and Design</b> <b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent their own ideas, thoughts and feelings through design and technology.</li> </ul> <p><b>Physical Development</b> <b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>Understand the importance of a healthy diet</li> <li>Talk about ways to keep healthy and safe</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world Technical_knowledge</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p><b>Developing, planning and communicating ideas</b></p>	<ul style="list-style-type: none"> <li>• Explain what they are making and which materials they are using.</li> <li>• Select materials from a limited range that will meet a simple design criteria e.g. shiny.</li> <li>• Select and name the tools needed to work the materials e.g. scissors for paper.</li> <li>• Explore ideas by rearranging materials.</li> <li>• Describe simple models or drawings of ideas and intentions.</li> <li>• Discuss their work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>• Begin to understand the development of existing products: Explain what they are for, how they work, what materials have been used.</li> <li>• Start to suggest ideas and explain what they are going to do.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• Begin to develop their ideas through talk and simple drawings.</li> <li>• Make templates and mock ups</li> </ul>	<ul style="list-style-type: none"> <li>• Start to generate ideas by drawing on their own and other people's experiences.</li> <li>• Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>• Identify a purpose for what they intend to design and make.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• Develop their ideas through talk and drawings and label parts.</li> <li>• Make templates and mock ups of their ideas in card and paper or using ICT (if relevant)</li> <li>• Begin to explain why they chose a certain material</li> </ul>	<ul style="list-style-type: none"> <li>• With growing confidence generate ideas for an item, considering its purpose and the user/s.</li> <li>• Start to order the main stages of making a product.</li> <li>• Identify a purpose and establish criteria for a successful product.</li> <li>• Understand how well products have been designed, made, what materials have been used and the construction technique.</li> <li>• Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>• Start to understand whether products can be recycled or</li> </ul>	<ul style="list-style-type: none"> <li>• Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</li> <li>• Confidently make labelled drawings from different views showing specific features.</li> <li>• 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.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• When planning, consider the views of others (including intended users) to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</li> <li>• Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• With growing confidence apply a range of finishing techniques, including those from art and design</li> <li>• Draw up a specification for their design- link with</li> </ul>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</li> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Draw up a specification for their design- link with Mathematics and Science.</li> </ul>
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<p><b>Working with tools, equipment, materials and components to make quality products</b></p>	<ul style="list-style-type: none"> <li>• Begin to create their design using basic techniques.</li> <li>• Start to build structures, joining components together.</li> <li>• Look at simple hinges, wheels and axles.</li> <li>• Use technical vocabulary when appropriate.</li> <li>• Begin to use scissors to cut straight and curved edges and hole punches to punch holes.</li> <li>• Explore using/ holding basic tools such as a saw or hammer.</li> <li>• Use adhesives to join material.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Structures</li> <li>• Stronger</li> <li>• Explore</li> <li>• Mechanisms</li> <li>• Levers</li> <li>• Sliders</li> <li>• Axels</li> <li>• Identify</li> <li>• Assemble</li> <li>• Tools</li> <li>• Materials</li> <li>• Range</li> <li>• Components</li> <li>• Product</li> <li>• resource</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Begin to make their design using appropriate techniques.</li> <li>• Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• Identify and talk about products which use electricity to make them work</li> <li>• With help measure, mark out, cut and shape a range of materials.</li> <li>• Explore using tools e.g. scissors and a hole punch safely.</li> <li>• Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>• Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>• Make a product which moves</li> <li>• Attempt to make their model stronger if it needs to be</li> <li>• Select appropriate resources and tools for their building projects</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Structures</li> <li>• Stronger</li> <li>• Explore</li> <li>• Mechanisms</li> <li>• Levers</li> <li>• Sliders</li> <li>• Axels</li> <li>• Identify</li> <li>• Assemble</li> <li>• Tools</li> <li>• Materials</li> <li>• Range</li> <li>• Components</li> <li>• Product</li> <li>• Resource</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Stable</li> <li>• Appropriately</li> <li>• Accuracy</li> <li>• Demonstrate</li> <li>• Sewing</li> <li>• Techniques</li> <li>• Attach</li> <li>• Running stitch</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Begin to make their design using appropriate techniques.</li> <li>• Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• Identify and talk about products which use 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Mechanical</li> <li>• Textiles</li> <li>• Electrical systems</li> <li>• Input, process and output</li> <li>• Linkages</li> <li>• Pneumatic</li> <li>• Circuits</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• Identify and talk about products which use electricity to make them work</li> <li>• Explore using tools e.g. scissors and a hole punch safely.</li> <li>• Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Structures</li> <li>• Stronger</li> <li>• Explore</li> <li>• Mechanisms</li> <li>• Levers</li> <li>• Sliders</li> <li>• Axels</li> <li>• Identify</li> <li>• Assemble</li> <li>• Tools</li> <li>• Materials</li> <li>• Range</li> <li>• Components</li> <li>• 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none"> <li>• Shaping, joining and finishing</li> <li>• Construction</li> <li>• Aesthetic qualities</li> <li>• Complex electrical circuits</li> </ul> <p><b>Revision</b></p>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Structures</li> <li>• Stronger</li> <li>• Explore</li> <li>• Mechanisms</li> <li>• Levers</li> <li>• Sliders</li> <li>• Axels</li> <li>• Identify</li> <li>• Assemble</li> <li>• Tools</li> <li>• Materials</li> <li>• Range</li> <li>• Components</li> <li>• Product</li> <li>• Resource</li> <li>• table</li> <li>• Appropriately</li> <li>• Accuracy</li> <li>• Demonstrate</li> <li>• Sewing</li> <li>• Techniques</li> <li>• Attach</li> <li>• Running stitch</li> <li>• onstruction</li> <li>• Mechanical</li> <li>• Textiles</li> <li>• Electrical systems</li> <li>• Input, process and output</li> <li>• Linkages</li> <li>• Pneumatic</li> <li>• Circuits</li> <li>• combine</li> <li>• Pulleys</li> <li>• Gears</li> <li>• Functional 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			<ul style="list-style-type: none"> <li>• Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>• Make a product which moves</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• With help measure, cut and score with some accuracy.</li> <li>• Learn to use hand tools safely and appropriately.</li> <li>• Start to assemble, join and combine materials in order to make a product – e.g. a pop up card</li> <li>• Demonstrate how to cut, shape and join fabric to make a simple product.</li> <li>• Use basic sewing techniques.</li> <li>• Start to choose and use appropriate finishing techniques based on own ideas.</li> <li>• Select the best tools and materials</li> <li>• Be able to join things (materials/ components) together in different ways</li> <li>• Measure materials to use in a model or structure</li> <li>• Create working circuits to light a bulb or work a buzzer</li> <li>• Attach features to a vehicle (e.g. an axel and wheels)</li> <li>• Join fabric using a running stitch, glue and tape</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use simple finishing techniques to improve the appearance of their product.</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Start to understand that mechanical and electrical systems have an input, process and output.</li> <li>• Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</li> <li>• Know how simple electrical circuits and components can be used to create functional products.</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy.</li> <li>• Start to work safely and accurately with a range of simple tools.</li> <li>• Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</li> <li>• Start to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>• Use equipment safely</li> <li>• Attempt to make sure that their product looks attractive</li> <li>• Make choices of material both for its appearance and qualities</li> <li>• Select the most appropriate tools and techniques to use for a given task</li> </ul>	<ul style="list-style-type: none"> <li>• Start to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>• Use equipment safely</li> <li>• Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut.</li> <li>• Try alternative ways of fixing something if the first attempt is not successful</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Select a wider range of tools and techniques for making their product safely.</li> <li>• Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</li> <li>• Start to join and combine materials and components accurately in temporary and permanent ways.</li> <li>• Know how mechanical systems such as cams or pulleys or gears create movement.</li> <li>• Understand how more complex electrical circuits and components can be used to create functional products.</li> <li>• Continue to learn how to program a computer to monitor changes in the environment and control their products.</li> <li>• Understand how to reinforce and strengthen a 3D framework.</li> <li>• Now sew using a range of different stitches, to weave and knit.</li> <li>• Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>• Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> <li>• Measure carefully and show initiative to check so as not to make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</li> <li>• Know how mechanical systems such as cams or pulleys or gears create movement.</li> <li>• Understand how more complex electrical circuits and components can be used to create functional products.</li> <li>• Continue to learn how to program a computer to monitor changes in the environment and control their products.</li> <li>• Understand how to reinforce and strengthen a 3D framework.</li> <li>• Persevere with their product even though their original idea might not have worked</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</li> <li>• 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.</li> <li>• Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Craft knife</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• With growing confidence cut and join with accuracy to ensure a good-quality finish to the product</li> <li>• Weigh and measure accurately (time, dry ingredients, and liquids).</li> <li>• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> <li>• Use a range of tools and equipment expertly</li> <li>• Demonstrate how to use skills in using different tools and equipment safely and accurately</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>• Use tools safely and accurately.</li> <li>• Assemble components to make working models.</li> <li>• Aim to make and to achieve a quality product.</li> <li>• With confidence pin, sew and stitch materials together to create a product.</li> <li>• Demonstrate when make modifications as they go along.</li> <li>• Construct products using permanent joining techniques.</li> <li>• Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>• Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor</li> </ul>
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				<ul style="list-style-type: none"> <li>• Make a product which uses both electrical and mechanical components</li> <li>• Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut.</li> <li>• Try alternative ways of fixing something if the first attempt is not successful</li> <li>• Join fabrics using a running stitch</li> <li>• Create and use simple gears, pulleys, cams, levers and linkages</li> <li>• Build models incorporating circuits with buzzers and bulbs</li> </ul>	<ul style="list-style-type: none"> <li>• Persevere with their product even though their original idea might not have worked</li> <li>• Use pulleys, levers and linkages in their product</li> <li>• Build a model which incorporates a motor</li> <li>• Use a glue gun with close supervision (one to one)</li> <li>• Create a more complex pop up (e.g. card)</li> <li>• Use a simple pattern to create a life-sized item of clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mechanical and electrical systems have an input, process and output. Begin to measure and mark out more accurately.</li> <li>• Demonstrate how to use skills in using different tools and equipment safely and accurately</li> <li>• With growing confidence cut and join with accuracy to ensure a good-quality finish to the product</li> <li>• Weigh and measure accurately (time, dry ingredients, and liquids).</li> <li>• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> <li>• Use a range of tools and equipment expertly</li> <li>• Make up a prototype first</li> <li>• Measurement accurately to ensure that everything is precise</li> <li>• Demonstrate motivation/perseverance to refine and improve their products</li> <li>• Create a 3D product using a range of materials and sewing techniques</li> <li>• Use a glue gun with close supervision</li> <li>• Incorporate switches to turn on and off into models made</li> </ul>	<ul style="list-style-type: none"> <li>• changes in the environment and control their products.</li> <li>• Know how to reinforce and strengthen a 3D framework.</li> <li>• Understand that mechanical and electrical systems have an input, process and output.</li> <li>• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li> <li>• Combine fabric to make a high quality product for a purpose</li> <li>• Use a craft knife, cutting mat and safety ruler with close supervision (one to one)</li> <li>• Make decisions and select the most appropriate mechanical system for a particular purpose</li> </ul>
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<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> <li>• Say what they like and do not like about items they have made and attempt to say why.</li> <li>• Begin to talk about their designs as they develop and identify good and bad points.</li> <li>• Start to talk about changes made during the making process.</li> <li>• Discuss how closely their finished products meet their design criteria.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>• When looking at existing products explain what they like and dislike about the Products and why.</li> <li>• Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Range of products</li> <li>• Confidence in talking</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>• When looking at existing products explain what they like and dislike about the Products and why.</li> <li>• Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria.</li> <li>• Look at a range of existing products explain what they like and dislike about Products and why.</li> <li>• Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time.</li> <li>• With confidence talk about their ideas</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> <li>• Range of products</li> <li>• Confidence</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Original design</li> <li>• Intended purpose</li> <li>• Disassemble</li> <li>• Shape the world.</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria.</li> <li>• Look at a range of existing products explain what they like and dislike about Products and why.</li> <li>• Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time.</li> <li>• With confidence talk about their ideas</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> <li>• Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>• Begin to evaluate how the key designs of individuals in design and technology have helped shape the world.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> <li>• Range of products</li> <li>• Confidence</li> <li>• Original design</li> <li>• Intended purpose</li> <li>• Disassemble</li> <li>• Shape the world.</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Appropriate tests</li> <li>• Improvements</li> <li>• Familiar products</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> <li>• Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>• Begin to evaluate how the key designs of individuals in design and technology have helped shape the world.</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Evaluate their products carrying out appropriate tests.</li> <li>• Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>• Evaluate how the key designs of individuals in design and technology have helped shape the world.</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> <li>• Begin to explain how they can improve their original designs</li> <li>• Evaluate their product, thinking of both appearance and the way it works.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> <li>• Range of products</li> <li>• Confidence</li> <li>• Original design</li> <li>• Intended purpose</li> <li>• Disassemble</li> <li>• Shape the world.</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Specification</li> <li>• Evaluate appearance and function</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Evaluate their products carrying out appropriate tests.</li> <li>• Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>• Evaluate how the key designs of individuals in design and technology have helped shape the world.</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> <li>• Begin to explain how they can improve their original designs</li> <li>• Evaluate their product, thinking of both appearance and the way it works.</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate a product against the original design specification and by carrying out tests.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Product</li> <li>• Purpose</li> <li>• Existing</li> <li>• Developed</li> <li>• Identifying</li> <li>• Changes</li> <li>• Strengths</li> <li>• Range of products</li> <li>• Confidence</li> <li>• Original design</li> <li>• Intended purpose</li> <li>• Disassemble</li> <li>• Shape the world.</li> <li>• Specification</li> <li>• Evaluate appearance and function</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Strength and areas for development</li> <li>• Record evaluations</li> <li>• Justify</li> <li>• Test and evaluate</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Evaluate their products carrying out appropriate tests.</li> <li>• Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>• Evaluate how the key designs of individuals in design and technology have helped shape the world.</li> <li>• Suggest some improvements and say what was good and not so good about their original design</li> <li>• Begin to explain how they can improve their original designs</li> <li>• Evaluate their product, thinking of both appearance and the way it works.</li> </ul> <p><b>New learning</b></p>
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					<ul style="list-style-type: none"><li>• Suggest some improvements and say what was good and not so good about their original design</li><li>• Begin to explain how they can improve their original designs</li><li>• Evaluate their product, thinking of both appearance and the way it works</li></ul>	<ul style="list-style-type: none"><li>• Evaluate their work both during and at the end of the assignment.</li><li>• Begin to seek evaluation from others.</li><li>• Evaluate how the key designs of individuals in design and technology have helped shape the world.</li><li>• Evaluate appearance and function against original criteria</li></ul>	<ul style="list-style-type: none"><li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li><li>• Evaluate their work both during and at the end of the assignment.</li><li>• Record their evaluations using drawings with labels.</li><li>• Evaluate against their original criteria and suggest ways that their product could be improved.</li><li>• Evaluate how the key designs of individuals in design and technology have helped shape the world.</li><li>• Test and evaluate their final product</li><li>• Evaluate if their product meets all design criteria</li><li>• Justify why they selected specific materials</li></ul>

<p style="text-align: center;"><b>Food and Nutrition</b></p>	<ul style="list-style-type: none"> <li>• Begin to develop a food vocabulary using taste, smell, texture and feel.</li> <li>• Explore familiar food products e.g. fruit and vegetables.</li> <li>• Stir, spread, knead and shape a range of food and ingredients.</li> <li>• Begin to work safely and hygienically.</li> <li>• Start to think about the need for a variety of foods in a diet.</li> <li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Food source</li> <li>• Sort food</li> <li>• Portion</li> <li>• Hygienically</li> <li>• Cutting</li> <li>• Peeling</li> <li>• Grating</li> <li>• Non-standard measures</li> </ul> <p>• Begin to understand that all food comes from plants or animals.</p> <p>• Explore common food sources (e.g. from food or animals)</p> <p>• Start to understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate')</p> <p>• Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!)</p> <p>• Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>• Know how to use techniques such as cutting, peeling and grating.</p> <p>• Measure and weigh food items using non-standard measures (e.g. spoons and cups)</p>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Food source</li> <li>• Sort food</li> <li>• Portion</li> <li>• Hygienically</li> <li>• Cutting</li> <li>• Peeling</li> <li>• Grating</li> <li>• Non-standard measures</li> </ul> <p><b>New Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Heat source</li> <li>• Dishes from other countries</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Understand that all food comes from plants or animals.</li> <li>• Develop understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries.</li> <li>• Understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate')</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!)</li> </ul> <p><b>New Learning</b></p> <p>Recognise the need for a variety of food in a diet</p> <ul style="list-style-type: none"> <li>• Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>• Demonstrate how to use techniques such as cutting, peeling and grating</li> <li>• Make dishes from other countries (if relevant to learning theme)</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Heat source</li> <li>• Dishes from other countries</li> <li>• Cutting</li> <li>• Peeling</li> <li>• Grating</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food that is grown</li> <li>• Food that is reared</li> <li>• Food hat is caught</li> <li>• Mixing</li> <li>• Spreading</li> <li>• Kneading</li> <li>• Baking</li> <li>• Balanced diet</li> <li>• Energy</li> <li>• Health high energy food</li> <li>• Homegrown foods</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Recognise the need for a variety of food in a diet</li> <li>• Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>• Demonstrate how to use techniques such as cutting, peeling and grating</li> <li>• Make dishes from other countries (if relevant to learning theme)</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>• Start to know that food is <b>grown</b> (such as tomatoes, wheat and potatoes), <b>reared</b> (such as pigs, chickens and cattle) and <b>caught</b> (such as fish) in the UK, Europe and the wider world.</li> <li>• Understand how to prepare and cook a variety of dishes including experience of using a heat source.</li> <li>• Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food that is grown</li> <li>• Food that is reared</li> <li>• Food hat is caught</li> <li>• Mixing</li> <li>• Spreading</li> <li>• Kneading</li> <li>• Baking</li> <li>• Balanced diet</li> <li>• Energy</li> <li>• Health high energy food</li> <li>• Homegrown foods</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Savoury</li> <li>• Measure</li> <li>• Weigh</li> <li>• Preserve</li> <li>• Appealing</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Understand that food is <b>grown</b> (such as tomatoes, wheat and potatoes), <b>reared</b> (such as pigs, chickens and cattle) and <b>caught</b> (such as fish) in the UK, Europe and the wider world.</li> <li>• Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>• Develop understanding that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods)</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>• Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source.</li> <li>• Measure and weigh ingredients appropriately</li> <li>• Explain why a healthy diet is important</li> <li>• Understand what to do to be hygienic and safe</li> <li>• Become familiar with some of the processes that foods go</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food that is grown</li> <li>• Food that is reared</li> <li>• Food hat is caught</li> <li>• Mixing</li> <li>• Spreading</li> <li>• Kneading</li> <li>• Baking</li> <li>• Balanced diet</li> <li>• Energy</li> <li>• Health high energy food</li> <li>• Homegrown foods</li> <li>• Savoury</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Ingredients</li> <li>• Substances - nutrients, water and fibre</li> <li>• Measuring scales</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Understand that food is <b>grown</b> (such as tomatoes, wheat and potatoes), <b>reared</b> (such as pigs, chickens and cattle) and <b>caught</b> (such as fish) in the UK, Europe and the wider world.</li> <li>• Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source</li> <li>• Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that seasons may affect the food available.</li> <li>• Understand how food is processed into ingredients that can be eaten or used in cooking.</li> </ul>	<p><b>Revise Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Food that is grown</li> <li>• Food that is reared</li> <li>• Food hat is caught</li> <li>• Mixing</li> <li>• Spreading</li> <li>• Kneading</li> <li>• Baking</li> <li>• Balanced diet</li> <li>• Energy</li> <li>• Health high energy food</li> <li>• Homegrown foods</li> <li>• Savoury</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Processed</li> <li>• Affordable</li> <li>• Slicing</li> <li>• Grating</li> <li>• Chopping</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source</li> <li>• Use appropriate tools and equipment, weighing and measuring with scales.</li> <li>• Explain how ingredients were grown, reared and caught.</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>• Understand that seasons may affect the food available.</li> <li>• Explain how food is processed into ingredients that can be eaten or used in cooking.</li> <li>• Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>



				<ul style="list-style-type: none"><li>• Know how a healthy diet is made up from a variety and balance of different food and drink</li><li>• 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)</li><li>• Be able to identify foods which come from the UK and other countries in the world</li></ul>	through to preserve them/make them more appealing	<ul style="list-style-type: none"><li>• Evaluate a meal and consider if they contribute towards a balanced diet</li><li>• Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health</li><li>• Explain what times of year particular foods are eaten in</li><li>• Describe what to do to be hygienic and safe</li><li>• Use appropriate tools and equipment, weighing and measuring with scales.</li></ul>	<ul style="list-style-type: none"><li>• Know different food and drink contain different substances (nutrients, water and fibre) that are needed for health.</li><li>• Plan a healthy and affordable diet *Understand /Explain</li></ul>
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