

Much Woolton Catholic Primary School

Progression of skills on Design Technology

Pupil \_\_\_\_\_

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	<ul style="list-style-type: none"> <li>•Work within different contexts, such as story-based, home, school, playground.</li> <li>•State what products they are designing and making. Say whether their products are for themselves or other users.</li> <li>•Use existing knowledge to generate their own original designs</li> <li>•Develop and communicate ideas by talking and drawing.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw on their own experience to help generate ideas.</li> <li>•Suggest ideas and explain what they are going to do.</li> <li>•Model their ideas on card and paper.</li> <li>•Develop their design ideas applying findings from their earlier research.</li> </ul>	<ul style="list-style-type: none"> <li>•Generate ideas by drawing on their own and other people's experiences.</li> <li>•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>•Identify simple design criteria</li> <li>•Make simple drawings and label parts.</li> </ul>	<ul style="list-style-type: none"> <li>•Generate ideas for an item, considering its purpose and the user's.</li> <li>•Identify a purpose and establish criteria for a successful product.</li> <li>•Plan the order of the work before starting.</li> <li>•Explore develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.</li> </ul>	<ul style="list-style-type: none"> <li>•Generate ideas, considering the purposes for which they are designing.</li> <li>•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 needed)</li> <li>•Evaluate products and identify criteria</li> </ul>	<ul style="list-style-type: none"> <li>•Generate ideas through brainstorming and identify a purpose for their product.</li> <li>•Draw up a specification for their design.</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 needed)</li> <li>•Use results of investigations, information sources, including ICT when</li> </ul>	<ul style="list-style-type: none"> <li>•Communicate their ideas through detailed labelled drawings.</li> <li>•Develop design specification</li> <li>•Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</li> <li>•Plan the order of their work, choosing appropriate materials, tools and techniques.</li> </ul>

					that can be used for their own design.	developing design ideas.	
<h1>Making</h1>	<ul style="list-style-type: none"> <li>*Show some planning skills by suggesting what to do next.</li> <li>*Begins to follow safety procedures. Selects from a range of materials and components.</li> </ul>	<ul style="list-style-type: none"> <li>*Make their design using appropriate techniques.</li> <li>*With help measure, mark out, cut and shape a range of materials.</li> <li>*Use tools (hole punch, scissors) safely.</li> <li>*Assemble, join and combine materials and components together using a variety of temporary methods (glue, masking tape)</li> <li>*Select and use appropriate fruit and vegetables, processes and tools.</li> <li>*Use basic food handling, hygienic practises and personal hygiene.</li> <li>*Use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to select tools and materials; use vocabulary to name and describe them.</li> <li>*Measure, cut and score with some accuracy.</li> <li>*Use hand tools safely and appropriately.</li> <li>*Assemble, join and combine materials in order to make a product.</li> <li>*Cut shape and join fabric to make a simple garment. Use basic sewing techniques.</li> <li>*Follow safe procedures for food safety and hygiene. Choose and use appropriate finishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>*Select tools and techniques for making their product.</li> <li>*Measure, mark out, cut, score and assemble components with more accuracy.</li> <li>*Work safely and accurately with a range of simple tools.</li> <li>*Think about their ideas as they progress and be willing to change things if it helps them improve their work.</li> <li>*Measure, tape or pin, cut and join fabric with some accuracy.</li> <li>*Demonstrate hygienic food preparation and storage.</li> <li>*Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>*Select appropriate tools and techniques for making their product.</li> <li>*Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>*Join and combine materials and components accurately in temporary and permanent ways.</li> <li>*Sew using a range of different stitches, weave and knit.</li> <li>*Measure, tape or pin, cut and join fabric with some accuracy.</li> <li>*Use simple graphical communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>*Select appropriate materials, tools and techniques.</li> <li>*Measure and mark out accurately.</li> <li>*Use skills in using different tools and equipment safely and accurately.</li> <li>*Weigh and measure accurately, (time, dry, ingredients, liquids)</li> <li>*Apply the rules for basic food hygiene and other safe practises e.g. hazards relating to the use of ovens etc.</li> <li>*Cut and join with accuracy to ensure a good-quality finish to the product.</li> </ul>	<ul style="list-style-type: none"> <li>*Select appropriate tools, materials, components and techniques.</li> <li>*Assemble components to make working models.</li> <li>*Use tools safely and accurately.</li> <li>*Construct products using permanent joining techniques.</li> <li>*Make modifications as they go along.</li> <li>*Pin, sew and stitch materials together to create a product.</li> <li>*Achieve a quality product.</li> </ul>

<h2>Evaluating</h2>	<ul style="list-style-type: none"> <li>•Begins to talk about their design ideas and what they are making.</li> <li>•Thinks about how to make their product better..</li> <li>•Begin to explore what products are, who they are for, how they are used and where they are from.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make,</li> <li>•Talk about their ideas saying what they like and dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate against their design criteria.</li> <li>•Evaluate their product as they are developed, identifying strengths and possible changes they might make.</li> <li>•Talk about their ideas, saying what they like and dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate their product against original design criteria (how well does it meet its intended purpose?)</li> <li>•Disassemble and evaluate familiar products.</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>•Evaluate a product against the original design specification.</li> <li>•Evaluate it personally, and seek evaluation from others.</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>•Record their evaluations using drawings with labels.</li> <li>•Evaluate against their original criteria and suggest ways that their product could be improved.</li> </ul>
<h2>Technical Knowledge</h2>	<ul style="list-style-type: none"> <li>•Recognises that a range of technology is used around us.</li> <li>•Selects and uses technology for particular purposes.</li> <li>•Shows an interest in toys with buttons and mechanisms.</li> <li>•Begin to understand the movement of simple mechanisms such as levers, sliders and wheels.</li> </ul>	<ul style="list-style-type: none"> <li>•Select and use technology for a particular purpose.</li> <li>•Know how to use simple equipment (buttons, flaps, levers)</li> <li>•Recognise that food ingredients should be combined according to their sensory characteristics.</li> <li>•Begin to use the correct technical vocabulary for projects.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands the working characteristics of materials and components.</li> <li>•To know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>•Recognise that food should be combined according to their sensory characteristics.</li> <li>•Understand how freestanding structures can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>•Use learning from Science and Maths to help design and make products that work.</li> <li>•Understand that materials have functional and aesthetic qualities.</li> <li>•Recognised that materials can be combined and mixed to create more useful characteristics.</li> <li>•Know hoe mechanical systems (levers and linkages) create movement.</li> <li>•Know that simple electrical circuits and components can be</li> </ul>	<ul style="list-style-type: none"> <li>• Use learning from Science and Maths to help design and make products that work.</li> <li>•Understand that materials have functional and aesthetic qualities. Apply this thinking successfully to their own products.</li> <li>•Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>•Know that mechanical and electrical systems</li> </ul>	<ul style="list-style-type: none"> <li>•Use learning from Science, Maths and other subjects and sources to help design and make products that work.</li> <li>•Understand that materials have functional and aesthetic qualities.</li> <li>•Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>•Know that mechanical and electrical systems have an input, process and output.</li> </ul>	<ul style="list-style-type: none"> <li>•Use learning from Science, Maths and other subjects and sources to help design and make products that work.</li> <li>•Understand that materials have functional and aesthetic qualities.</li> <li>•Recognise that materials can be combined and mixed to create more useful characteristics.</li> <li>•Know that mechanical and electrical systems have an input, process and output.</li> </ul>

			<ul style="list-style-type: none"> <li>*Recognise that 3D textiles products can be assembled from two identical fabric shapes.</li> <li>*Use the correct technical vocabulary for projects.</li> </ul>	<p>used to create functional products.</p> <ul style="list-style-type: none"> <li>*Program a computer to control their products.</li> <li>*Make strong, stiff shell structures.</li> <li>*Know that a single fabric shape can be used to make a 3D textile product.</li> <li>*Recognise several fresh, pre-cooked and processed foods.</li> </ul>	<p>have an input, process and output.</p> <ul style="list-style-type: none"> <li>*Know how mechanical systems such as levers and linkages create movement.</li> <li>*Know that simple electrical circuits and components can be used to create functional products.</li> <li>*Program a computer to control their products.</li> <li>*Make strong, stiff shell structures for a purpose. Know that a single fabric shape can be used to make a 3D textile product.</li> <li>*Recognise a range of fresh, pre-cooked and processed foods.</li> </ul>	<ul style="list-style-type: none"> <li>*Know how mechanical systems such as levers and linkages create movement.</li> <li>*Program a computer to control their product.</li> <li>*Make strong, stiff shell structures for a purpose.</li> <li>*Know that a single fabric shape can be used to make a 3D textile product.</li> <li>*Recognise a range of fresh, pre-cooked and processed foods.</li> <li>*Explore more complex electric circuits and components.</li> <li>*Program a computer to monitor changes in the environment and control their product.</li> <li>*Adapt recipes by adding or substituting one or more ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>*Know how mechanical systems such as levers and linkages create movement.</li> <li>*Program a computer to control their product.</li> <li>*Make strong, stiff shell structures for a purpose.</li> <li>*Know that a single fabric shape can be used to make a 3D textile product.</li> <li>*Recognise a range of fresh, pre-cooked and processed foods.</li> <li>*Explore more complex electric circuits and components.</li> <li>*Program a computer to monitor changes in the environment and control their product.</li> <li>*Reinforce and strengthen a 3D framework.</li> <li>*Recreate and adapt existing and new recipes by adding or substituting a range of ingredients</li> </ul>
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# Cooking and Nutrition

<ul style="list-style-type: none"> <li>*Begins to recognise that food comes from plants or animals.</li> <li>*Begins to name and sort foods into the five groups in 'The Eatwell Plate'</li> <li>*Start to prepare simple dishes - use techniques e.g. cutting and peeling.</li> </ul>	<ul style="list-style-type: none"> <li>*recognise that food comes from plants or animals. Food is farmed, grown elsewhere or caught</li> <li>*Name and sort foods into the five groups in 'The Eatwell Plate'</li> <li>*Begin to recognise that everyone should eat at least five portions of fruit and Vegetables every day.</li> <li>*Prepare some simple dishes. (savory)</li> <li>*Use techniques such as cutting, peeling and grating.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that food comes from plants or animals. Food is farmed, grown elsewhere (home) imported or caught.</li> <li>*Name and sort foods into the five groups in 'The Eatwell Plate'</li> <li>*Begin to recognise that everyone should eat at least five portions of fruit and vegetables a day.</li> <li>*Know how to prepare simple dishes safely and hygienically <b>without using a heat source</b></li> <li>*Prepare a range of simple dishes, use techniques e.g. cutting, chopping, peeling and grating.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that food is farmed, reared, grown elsewhere (home) or caught locally, regionally and internationally.</li> <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>*Know how to use a range of techniques (peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.)</li> <li>*Recognise that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on 'The Eatwell Plate.'</li> <li>*Know that to be active and healthy, food is needed to provide energy for the body.</li> </ul>	<ul style="list-style-type: none"> <li>* Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught. This can be on a local, regional and international scale.</li> <li>*Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>*Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>*Recognise that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on 'The Eatwell Plate.'</li> <li>*Know that to be active and healthy, food is needed to provide energy for the body.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that food is farmed, reared, grown elsewhere (home, allotments) exported, imported or caught (this can be on a local, regional or international scale)</li> <li>*Begin to know that seasons and weather affect food availability.</li> <li>*Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>*Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>*Know that balanced diet is made up of a variety and balance of different foods and drink as depicted on 'The Eatwell Plate'</li> <li>*Know that to be active and healthy,</li> </ul>	<ul style="list-style-type: none"> <li>*Know that food is farmed, reared, grown elsewhere (home, allotments) exported, imported or caught (this can be on a local, regional or international scale)</li> <li>*Begin to know that seasons and weather affect food availability.</li> <li>*Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source.</li> <li>*Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>*Know that balanced diet is made up of a variety and balance of different foods and drink as depicted on 'The Eatwell Plate'</li> <li>*Know that to be active and healthy,</li> </ul>
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						<p>food is needed to provide energy for the body.</p> <ul style="list-style-type: none"><li>*Know that recipes can be adapted to change the taste, texture, aroma and appearance.</li></ul>	<p>food is needed to provide energy for the body.</p> <ul style="list-style-type: none"><li>*Know that recipes can be adapted to change the taste, texture, aroma and appearance.</li><li>*Know that different foods contain substances that are needed for health e.g. water, fibre, vitamins, minerals and nutrients.</li><li>*Understand that healthy diets much incorporate the correct amounts of food types and substances.</li></ul>
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