Much Woolton Catholic Primary School

Progression of skills on Design Technology

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	Foundation	Year I	Year 2	Year 3	Year 4	Year 5	Year 6
	Stage						
<u> </u>	*Work within different	*Draw on their own	*Generate ideas by	*Generate ideas for	*Generate ideas,	*Generate ideas	*Communicate their
Designing	contexts, such as	experience to help	drawing on their own	an item, considering	considering the	through brainstorming	ideas through detailed
	story-based, home,	generate ideas.	and other people's	its purpose and the	purposes for which	and identify a purpose	labelled drawings.
	school, playground.	*Suggest ideas and	experiences.	user/s.	they are designing,	for their product,	*Develop design
	*State what products	explain what they are	*Develop their design	*Identify a purpose	*Make labelled	*Draw up a	specification
	they are designing	going to do.	ideas through	and establish criteria	drawings from	specification for their	*Explore, develop and
	and making.	*Model their ideas on	discussion.,	for a successful	different views	design.	communicate aspects
	Say whether their	card and paper.	observation, drawing	product.	showing specific	*Develop a clear idea	of their design
	products are for	*Develop their design	and modelling.	*Plan the order of the	features.	of what has to be	proposals by
	themselves or other	ideas applying	*Identify a purpose	work before starting.	*Develop a clear idea	done, planning how to	modelling their ideas
	users.	findings from their	for what they intend	*Explore develop and	of what has to be	use materials,	in a variety of ways.
	*Use existing	earlier research.	to design and make,	communicate design	done, planning how to	equipment and	*Plan the order of
	knowledge to generate		*Identify simple	proposals by	use materials,	processes, and	their work, choosing
	their own original		design criteria.	modelling ideas.	equipment and	suggesting alternative	appropriate materials,
	designs		*Make simple	Make drawings with	processes, and	methods of making (if	tools and techniques.
	*Develop and		drawings and label	labels when	suggesting alternative	needed)	
	communicate ideas by		parts.	designing.	methods of making (if	*Use results of	
	talking and drawing.				needed)	investigations,	
					*Evaluate products	information sources,	
					and identify criteria	including ICT when	

					that can be used for	developing design	
					their own design.	ideas.	
A A 1 .	*Show some planning	*Make their design	*Begin to select tools	*Select tools and	*Select appropriate	*Select appropriate	*Select appropriate
Making	skilla by suggesting	using appropriate	and materials; use	techniques for making	tools and techniques	materials, tools and	tools, materials,
U	what to do next.	techniques.	vocabulary to name	their product.	for making their	techniques.	components and
	*Begins to follow	*With help measure,	and describe them.	*Measure, mark out,	product.	*Measure and mark	techniques.
	safety procedures.	mark out, cut and	*Measure, cut and	cut, score and	*Measure, mark out,	out accurately.	*Assemble
	Selects from a range	shape a range of	score with some	assemble components	cut and shape a	*Use skills in using	components to make
	of materials and	materials.	accuracy.	with more accuracy.	range of materials,	different tools and	working models.
	components.	*Use tools (hole	*Use hand tools	*Work safely and	using appropriate	equipment safely and	*Use tools safely and
		punch, scissors)	safely and	accurately with a	tools, equipment and	accurately.	accurately.
		safely.	appropriately.	range of simple tools.	techniques	*Weigh and measure	*Construct products
		*Assemble, join and	*Assemble, join and	*Think about their	*Join and combine	accurately (time, dry,	using permanent
		combine materials	combine materials in	ideas as they progress	materials and	ingredients, liquids)	joining techniques.
		and components	order to make a	and be willing to	components	*Apply the rules for	*Make modifications
		together using a	product.	change things if it	accurately in	basic food hygiene	as they go along.
		variety of temporary	*Cut shape and join	helps them improve	temporary and	and other safe	*Pin, sew and stitch
		methods (glue,	fabric to make a	their work.	permanent ways.	practises e.g. hazards	materials together to
		masking tape)	simple garment. Use	*Measure, tape or pin,	*Sew using a range	relating to the use of	create a product.
		*Select and use	basic sewing	cut and join fabric	of different stitches,	ovens etc.	*Achieve a quality
		appropriate fruit and	techniques.	with some accuracy.	weave and knit.	*Cut and join with	product.
		vegetables, processes	*Follow safe	*Demonstrate hygienic	*Measure, tape or pin,	accuracy to ensure a	
		and tools.	procedures for food	food preparation and	cut and join fabric	good-quality finish to	
		*Use basic food	safety and hygiene.	storage.	with some accuracy.	the product.	
		handling, hygienic	Choose and use	*Use finishing	*Use simple graphical		
		practises and personal	appropriate finishing	techniques to	communication		
		hygiene.	techniques.	strengthen and	techniques.		
		*Use simple finishing		improve the			
		techniques to improve		appearance of their			
		the appearance of		product using a range			
		their product.		of equipment			
				including ICT.			

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Evaluating	*Begins to talk about	*Evaluate against	*Evaluate against	*Evaluate their	*Evaluate their work	*Evaluate a product	*Evaluate their
Lvananing	their design ideas and	their design criteria.	their design criteria.	product against	both during and at	against the original	products, identifying
	what they are making.	Evaluate their	*Evaluate their	original design	the end of the	design specification.	strengths and areas
	*Thinks about how to	products as they are	product as they are	criteria (how well	assignment.	*Evaluate it	for development, and
	make their product	developed, identifying	developed, identifying	does it meet its	*Evaluate their	personally and seek	carrying out
	better	strengths and possible	strengths and possible	intended purpose?)	products carrying out	evaluation from	appropriate tests.
	*Begin to explore	changes they might	changes they might	*Disassemble and	appropriate tests.	others.	*Record their
	what products are,	make,	make.	evaluate familiar			evaluations using
	who they are for, how	*Talk about their	*Talk about their	products.			drawings with labels.
	they are used and	ideas saying what	ideas, saying what				*Evaluate against
	where they are from.	they like and dislike	they like and dislike				their original criteria
		about them.	about them.				and suggest ways
							that their product
							could be improved.
Tables	*Recognises that a	*Select and use	*Understands the	*Use learning from	* Use learning from	*Use learning from	*Use learning from
Technical	range of technology is	technology for a	working	Science and Maths to	Science and Maths to	Science, Maths and	Science, Maths and
Knowledge	used around us.	particular purpose.	characteristics of	help design and make	help design and make	other subjects and	other subjects and
rnowleage	*Selects and uses	*Know how to use	materials and	products that work.	products that work.	sources to help design	sources to help design
	technology for	simple equipment	components.	*Understand that	*Understand that	and make products	and make products
	particular purposes.	(buttons, flaps, levers)	*To know about the	materials have	materials have	that work.	that work.
	*Shows an interest in	*Recognise that food	movement of simple	functional and	functional and	*Understand that	*Understand that
	toys with buttons and	ingredients should be	mechanisms such as	aesthetic qualities.	aesthetic qualities.	materials have	materials have
	mechanisms.	combined according	levers, sliders, wheels	*Recognised that	Apply this thinking	functional and	functional and
	*Begin to understand	to their sensory	and axles.	materials can be	successfully to their	aesthetic qualities.	aesthetic qualities.
	the movement of	characteristics.	*Recognise that food	combined and mixed	own products.	*Recognise that	*Recognise that
	simple mechanisms	*Begin to use the	should be combined	to create more useful	*Recognise that	materials can be	materials can be
	such as levers, sliders	correct technical	according to their	characteristics.	materials can be	combined and mixed	combined and mixed
	and wheels.	vocabulary for	sensory	*Know hoe	combined and mixed	to create more useful	to create more useful
		projects.	characteristics.	mechanical systems	to create more useful	characteristics.	characteristics.
		• •	*Understand how	(levers and linkages)	characteristics.	*Know that	*Know that
			freestanding	create movement.	*Know that	mechanical and	mechanical and
			structures can be	*Know that simple	mechanical and	electrical systems	electrical systems
			made stronger, stiffer	electrical circuits and	electrical systems	have an input,	have an input,
			and more stable.	components can be	Ĭ	process and output.	process and output.

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*Recognise that 3D	used to create	have an input,	*Know how	*Know how
textiles products can	functional products.	process and output.	mechanical systems	mechanical systems
be assembled from	*Program a computer	*Know how	such as levers and	such as levers and
two identical fabric	to control their	mechanical systems	linkages create	linkages create
shapes.	products.	such as levers and	movement.	movement.
*Use the correct	*Make strong, stiff	linkages create	*Program a computer	*Program a computer
technical vocabulary	shell structures.	movement. *Know	to control their	to control their
for projects.	*Know that a single	that simple electrical	product.	product.
	fabric shape can be	circuits and	*Make strong, stiff	*Make strong, stiff
	used to make a 3D	components can be	shell structures for a	shell structures for a
	textile product.	used to create	purpose.	purpose.
	*Recognise several	functional products.	*Know that a single	*Know that a single
	fresh, pre-cooked and	*Program a computer	fabric shape can be	fabric shape can be
	processed foods.	to control their	used to make a 3D	used to make a 3D
		products.	textile product.	textile product.
		*Make strong, stiff	*Recognise a range of	*Recognise a range of
		shell structures for a	fresh, pre-cooked and	fresh, pre-cooked and
		purpose. Know that a	processed foods.	processed foods.
		single fabric shape	*Explore more	*Explore more
		can be used to make	complex electric	complex electric
		a 3D textile product.	circuits and	circuits and
		*Recognise a range of	components.	components.
		fresh, pre-cooked and	*Program a computer	*Program a computer
		processed foods.	to monitor changes in	to monitor changes in
			the environment and	the environment and
			control their product.	control their product.
			*Adapt recipes by	*Reinforce and
			adding or substituting	strengthen a 3D
			one or more	framework.
			ingredients.	*Recreate and adapt
				existing and new
				recipes by adding or
				substituting a range
				of ingredients

Cooking and Nutrition

*Begins to recognise that food comes from plants or animals.
*Begins to name and sort foods into the five groups in 'The Eatwell Plate'
*Start to prepare simple dished - use techniques e.g. cutting, and peeling.

*recognise that food comes from plants or animals. Food is farmed, grown elsewhere or caught *Name and sort foods into the five groups in 'The Eatwell Plate' *Begin to recognise that everyone should eat at least five portions of fruit and Vegetables every day. *Prepare some simple dishes. (savory) *Use techniques such as cutting, peeling and grating.

*Know that food comes from plants or animals. Food is farmed, grown elsewhere (home) imported or caught. *Name and sort foods into the five groups in 'The Eatwell Plate' *Begin to recognise that everyone should eat at least five portions of fruit and vegetables a day. *Know how to prepare simple dishes safely and hygienically without using a heat source

Prepare a range of simple dishes, use techniques e.g. cutting, chopping, peeling and grating. *Know that food is * Know that food is farmed, reared, grown farmed, reared, grown elsewhere (home) or elsewhere (e.g. home, allotments), exported, caught locally, regionally and imported or caught. internationally. This can be on a *Know, how to local, regional and prepare and cook a international scale. variety of *Know how to prepare predominantly and cook a variety of savoury dishes safely savoury and some and hygienically, sweet dishes safely and hygienically, including the use of a heat source. including the use of a *Know how to use a heat source. range of techniques *Know how to use a (peeling, chopping, range of techniques slicing, grating, such as peeling, mixing, spreading, chopping, slicing, kneading and baking.) grating, mixing, *Recognise that a spreading, kneading healthy diet is made and baking. *Recognise that a up of a variety and balance of different healthy diet is made foods and drinks, as up of a variety and depicted on 'The balance of different Eatwell Plate.' foods and drinks, as *Know that to be depicted on 'The active and healthy, Eatwell Plate,' food is needed to *Know that to be provide energy for the active and healthy, body. food is needed to provide energy for the

body.

*Know that food is farmed, reared, grown elsewhere (home, allotments) exported, imported or caught (this can be on a local, regional or international scale) *Begin to know that seasons and weather affect food availability. *Know how to prepare and cook a variety of savoury and some sweet dishes safely and hygienically, including the use of a heat source. *Know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. *Know that balanced diet is made up of a variety and balance of different foods and drink as depicted on 'The Eatwell Plate' *Know that to be active and healthy,

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			food is needed to	food is needed to
			provide energy for the	provide energy for the
			body.	body.
			*Know that recipes	*Know that recipes
			can be adapted to	can be adapted to
			change the taste,	change the taste,
			texture, aroma and	texture, aroma and
			appearance.	appearance.
				*Know that different
				foods contain
				substances that are
				needed for health e.g.
				water, fibre, vitamins,
				minerals and
				nutrients.
				*Understand that
				healthy diets much
				incorporate the
				correct amounts of
				food types and
				substances.