



# DESIGN TECHNOLOGY CURRICULUM PROGRESSION

Strands	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Developing, planning &amp; communicating ideas</b>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas &amp; talk about what they are going to do.</p> <p>Construct with a purpose in mind.</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Design purposeful products for themselves.</p> <p>Develop ideas through drawing &amp; talking.</p> <p>Model ideas in card &amp; paper and construction kits.</p> <p>Suggest ideas &amp; explain what they are going to do.</p>	<p>Generate ideas by drawing on own &amp; other's experiences.</p> <p>Identify a purpose for what they intend to design &amp; make.</p> <p>Develop ideas through discussion, observation, drawing, modelling, templates, mock ups</p> <p>Identify simple design criteria.</p> <p>Make simple drawings &amp; label parts when designing.</p> <p>Discuss what their steps for making</p>	<p>Generate ideas through brainstorming for an item, considering its purpose &amp; the user(s).</p> <p>Identify a purpose &amp; establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop &amp; communicate design proposals by modelling ideas.</p> <p>Make annotated sketches when designing including exploded diagrams.</p>	<p>Generate ideas for an item, considering its purpose &amp; the user(s).</p> <p>Generate, develop, model their ideas through pattern pieces.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment &amp; processes, &amp; suggesting alternative methods of making, if the first attempt fails.</p> <p>Evaluate products &amp; identify criteria that can be used for own their</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment &amp; processes, including cross-sectional diagrams.</p> <p>Use results of investigations, information sources, including</p>	<p>Use research from various sources of information (incl ICT) and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a design specification.</p> <p>Explore, develop &amp; communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p>

			could be.		designs.	ICT when developing design ideas.	Plan the order of their work, choosing appropriate materials, tools & techniques.
<b>Working with tools, equipment, materials &amp; components to make quality products (incl food)</b>	<p>Safely use and explore a variety of materials, tools and techniques,</p> <p>Handle equipment and tools effectively.</p> <p>With help cut &amp; shape a range of materials.</p> <p>Assemble, join &amp; combine materials &amp; components using a variety of temporary methods.</p> <p>Build structures exploring how they can be made, stronger, stiffer &amp; more stable.</p> <p><b>Products: Castle door. Junk model boat, on-going in ILT.</b></p>	<p>Make design using appropriate techniques and choosing suitable tools, equipment and materials.</p> <p>With help measure, mark out, cut &amp; shape a range of materials. Use tools safely.</p> <p>Assemble, join &amp; combine materials &amp; components using a variety of temporary methods.</p> <p>Use simple finishing techniques to improve the appearance of a product.</p> <p>Build structures exploring how they can be made,</p>	<p>Make design using appropriate techniques and choosing suitable tools, equipment and materials explaining their choices.</p> <p>Measure &amp; cut with some accuracy.</p> <p>Use hand tools safely.</p> <p>Assemble, join &amp; combine materials to make a product.</p> <p>Cut, shape &amp; join textiles.</p> <p>Build structures, exploring how they can be made stronger, stiffer &amp; more stable.</p>	<p>Select equipment for making their product.</p> <p>Measure, mark out, cut, score &amp; assemble components with more accuracy.</p> <p>Think about their ideas as they make progress &amp; be willing to change if this adds to improvement.</p> <p>Use finishing techniques to strengthen &amp; improve the appearance of the product using a range of equipment, including ICT.</p> <p>Explore and use levers and linkages in their products.</p>	<p>Select appropriate equipment &amp; techniques for making their product.</p> <p>Measure, mark out, cut &amp; shape a range of materials using appropriate tools, equipment &amp; techniques</p> <p>Join &amp; combine materials &amp; components accurately in temporary &amp; permanent ways.</p> <p>Understand &amp; use electrical systems in products e.g. series circuits incorporating switches &amp; motors.</p> <p><b>Products: Light up signs</b></p>	<p>Select appropriate materials, tools &amp; techniques.</p> <p>Assemble components to make working models.</p> <p>Measure &amp; mark out accurately.</p> <p>Use skills when using different tools &amp; equipment safely &amp; accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Cut &amp; join with accuracy to ensure a good-quality finish to the product.</p> <p>Apply</p>	<p>Select appropriate equipment, materials, components &amp; techniques.</p> <p>Make modifications as work progresses.</p> <p>Measure, tape or pin, cut &amp; join fabric with some accuracy.</p> <p>Sew using a range of different stitches.</p> <p>Achieve a quality product.</p> <p><b>Products: Bridges purse/pouch.</b></p>

		<p>stronger, stiffer &amp; more stable.</p> <p>Explore &amp; use mechanisms e.g. levers &amp; sliders in their products.</p> <p><b>Products: Moving pictures, playground equipment</b></p>	<p>Explore &amp; use mechanisms e.g. wheels &amp; axles.</p> <p><b>Products: wheeled vehicles, bunting.</b></p>	<b>Products: Books with moving parts</b>		<p>understanding of how to strengthen, stiffen &amp; reinforce complex structures.</p> <p><b>Products: moving toys</b></p>	
<b>Evaluating processes &amp; products</b>	<p>Discuss their products as they are developed, identifying strengths &amp; possible changes.</p>	<p>Explore &amp; evaluate a range of existing products.</p> <p>Evaluate their products as they are developed, identifying strengths &amp; possible changes.</p> <p>Evaluate their product and talk about how the product meets the design criteria, what they like and dislike.</p>	<p>Explore &amp; evaluate a range of existing products.</p> <p>Evaluate against their design criteria and purpose.</p> <p>Evaluate their products as they are developed, identifying strengths &amp; possible changes.</p> <p>Evaluate their product and talk about what was successful, problems they had and how they could improve it.</p>	<p>Disassemble &amp; evaluate familiar products.</p> <p>Identify improvements to a prototype and implement these in their final product.</p> <p>Evaluate their product against the original design criteria e.g. how well it meets its intended purpose.</p>	<p>Evaluate their work both during &amp; at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally &amp; seek evaluation from others.</p> <p>Evaluate, instigate &amp; analyse a range of existing products.</p>	<p>Evaluate their products, identifying strengths &amp; areas for development, &amp; carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria &amp; suggest ways that their product could be improved.</p> <p>Understand how key events, individuals in design technology</p>

							help to shape the world.
<b>Cooking &amp; nutrition</b>	<p>Talk about a healthy diet, likes &amp; dislikes.</p> <p>Manage own basic hygiene.</p> <p>Use everyday language to talk about weight/capacity to compare quantities.</p>	<p>Use basic food handling hygiene practices.</p> <p>Measure ingredients using cups &amp; spoons.</p> <p>Use bridge grip to cut softer food</p> <p>Know where food comes from. <b>Possible products: fruit cocktail</b></p>	<p>Follow safe procedures for food safety &amp; hygiene.</p> <p>Use the principles of healthy &amp; varied diet to prepare simple dishes without a heat source.</p> <p>Use cooking techniques such as cutting, spooning, grating and tearing.</p> <p>Choose and use knife skills claw/bridge with soft food.</p> <p><b>Possible products: healthy salad/sandwich/pizza.</b></p>	<p>Demonstrate hygienic food preparation &amp; storage.</p> <p>Understand &amp; apply the principles of a varied &amp; healthy diet.</p> <p>Interpret a reading on fully numbered scales in 1s &amp; 2s (&amp; 5s).</p> <p>Use knife skills with hard foods.</p> <p>Know where &amp; how a variety of foods are grown.</p> <p>Knowledge of an ingredient</p> <p><b>Possible products: winter vegetable soup, cheese scones</b></p>	<p>Use knife skills with hard food</p> <p>Interpret a reading on a fully numbered scale.</p> <p><b>Possible products: fruit muffins, ratatouille.</b></p>	<p>Use peeling &amp; coring skills.</p> <p>Use a combination of cutting techniques with accuracy eg. chopping.</p> <p>Understand the seasonality of food.</p> <p>Develop baking skills e.g. kneading</p> <p>Knowledge of the production of an ingredient.</p> <p>Understand and apply the principles of a healthy and varied diet to prepare simple dishes</p> <p>Interpret a reading between 2 numbered divisions on a scale.</p> <p><b>Possible products:</b></p>	<p>Develop baking skills to include handling &amp; rolling pastry.</p> <p>Weigh &amp; measure accurately, interpret a reading between 2 unnumbered divisions on a scale.</p> <p>Understand &amp; apply the principles of a varied &amp; healthy diet. <b>Possible products: Mexican beanie wrap,</b></p>

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