

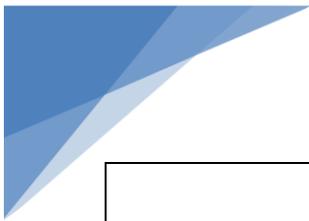
STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL



**DESIGN AND TECHNOLOGY KNOWLEDGE AND SKILLS PROGRESSION PLAN**

**Our Vision**  
To inspire a love of learning

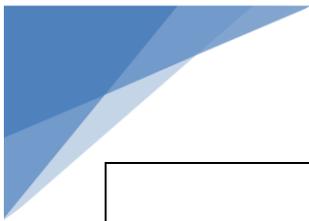
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas		<p>Draw on their own experiences to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas on card and paper. Apply findings from earlier research.</p> <p>Begin to develop ideas through talk and drawings.</p>	<p>Generate ideas by drawing on their own and others experiences.</p> <p>Develop their design ideas through discussion, observation drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p> <p>Make templates and mock ups of their own ideas.</p>	<p>Generate ideas for an item considering its purpose and user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore develop and communicate design</p> <p>Communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>	<p>Generate ideas considering the purpose for which they are designing.</p> <p>Make labelled drawings from different views, showing different features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggest alternative methods of making if the first attempt fails.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p> <p>Consider the views of others,</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</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 and processes and suggesting alternative methods of making if the first attempts fails.</p> <p>Use results of investigations, information sources, including ICT, when developing design ideas.</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work choosing appropriate materials, tools and techniques.</p> <p>Use research and develop design criteria to inform the design of innovative functional appealing products that are fit for purpose.</p>



					including intended users, to improve their work.		Identify the strengths and areas for development in their ideas and products.
<p>Working with tools, equipment, materials and components to make quality products</p> <p>Food</p>		<p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygiene practices and personal hygiene.</p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>	<p>Follow safe procedures for food safety and hygiene.</p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Weigh and measure accurately (time dry ingredients and liquids.)</p> <p>Apply the rules for basic hygiene and other state practices e.g hazards relating to the use of ovens.</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>

Textiles		<p>Use simple finishing techniques to improve the appearance of their product.</p> <p>With support, measure and mark out a range of materials. Sew materials to practice screwing and gluing materials to make and strengthen products.</p>	<p>Choose and use appropriate finishing techniques.</p> <p>Sew materials to practice screwing and gluing materials to make and strengthen products.</p> <p>Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT.</p>	<p>Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques to strengthen and improve the appearance of their product including ICT.</p>	<p>Cut and join with accuracy to ensure a good quality finish to the product.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product including ICT.</p>	<p>Pin, sew and stitch materials together to create a product.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product including ICT.</p>
Electronics		Diagnose faults in battery-operated devices.	Diagnose faults in battery-operated devices.	Create series and parallel circuits. Strengthen materials using suitable techniques.	Create series and parallel circuits. Strengthen materials using suitable techniques.	Know how more complex electrical circuits and components can be used to create functional products.	Understand that mechanical and electrical systems have an input, process and output.
3D Form Construction and Mechanics	<p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapt work where necessary.</p>	<p>Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials.</p> <p>Use tools eg scissors safely.</p>	<p>Begin to select tools and materials and use vocab to name and describe them.</p> <p>Measure cut and score with some accuracy.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p>	<p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials using</p>	<p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p>	<p>Select appropriate tools, materials, components and techniques.</p> <p>Assemble components and make working models. Use tools safely and accurately.</p>

	<p>Select tools and techniques needed to shape, assemble and join materials I am using.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Construct with a purpose in mind, using a variety of resources.</p>	<p>Assemble join and combine materials and components together using a variety of methods – glue, masking tape.</p>	<p>Use hand tools safely and appropriately.</p>	<p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if it helps them improve their work.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</p>	<p>appropriate tools and techniques. Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Use simple graphical communication techniques. Know how mechanical systems such as cams or pulleys or gears create movement.</p>	<p>Develop and range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p>	<p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p>Develop and range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p>
<p>Evaluating processes and products</p>		<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their product as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate they product as it is developed, identifying strengths and possible changes they might make.</p> <p>With Confidence, talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product against their original design criteria e.g <i>How well does it meet the intended purpose?</i></p> <p>Disassemble and evaluate familiar products.</p> <p>Begin to evaluate the key designs of individuals in design and technology and how they have</p>	<p>Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p> <p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p>	<p>Evaluate a product against the original design specification. Begin to evaluate it and personally seek evaluation from others.</p> <p>Evaluate the key designs of individuals in design and technology and how they have helped to shape the world.</p>	<p>Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings and labels.</p> <p>Evaluate against their original criteria and suggest ways that</p>



		<p>what they have made and how they have gone about it.</p> <p>With support, identify strengths and possible areas for development.</p>		<p>helped to shape the world.</p>	<p>Evaluate the key designs of individuals in design and technology and how they have helped to shape the world.</p>		<p>their product could be improved.</p> <p>Evaluate the key designs of individuals in design and technology and how they have helped to shape the world.</p>
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