



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

DESIGN TECHNOLOGY



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<p>Design a simple plan to follow. Improve a model they have made.</p> <p>Talk about their model to a teacher or class.</p>	<p>Draw on their own ideas to help generate ideas.</p> <p>Can explain their ideas and what they are going to do.</p> <p>Identifies a target group for what they intend to design/make.</p> <p>Make a simple drawing and label parts.</p>	<p>Generate ideas by drawing on their own and other experiences.</p> <p>Develop their ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product</p>	<p>Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose</p> <p>Use annotated sketches and appropriate ICT, such as web-based recipes, to develop and communicate ideas</p> <p>Investigate and analyse a range of existing battery powered products</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 fail</p> <p>Use results of investigations, information sources, including ICT when developing design idea</p> <p>Make a prototype</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>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>Manage a budget when considering a design</p>



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

DESIGN TECHNOLOGY



						Consider a specific audience appeal.	
<p>Working with tools, equipment, materials and components to make quality products (including food)</p>	<p>Practise effective hand washing.</p> <p>Use simple tools in baking to mix, measure and transfer ingredients.</p>	<p>Makes their design using appropriate techniques.</p> <p>Can measure, mark out, cut, and shape a range of materials.</p> <p>Can use tools eg. Scissors and hole punch safely.</p> <p>Can combine materials using a variety of temporary methods eg. Glue, tape.</p> <p>Uses basic food hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Begin to select tools and materials, use correct vocab to name and describe them.</p> <p>Measure and cut with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Select ingredients and techniques for making their product</p> <p>Measure and mix ingredients with more accuracy</p> <p>Work safely and accurately with a range of simple tools (including ovens)</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Improve the appearance of their product</p>	<p>Plan the main stages of a recipe, listing ingredients, utensils and equipment</p> <p>Select and use appropriate utensils and equipment to prepare and combine ingredients</p> <p>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics</p> <p>Order the main stages of making</p> <p>Select from and use tools and equipment to cut, shape, join and finish with some accuracy</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>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

DESIGN TECHNOLOGY



				<p>using a range of equipment/ decorations</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>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product</p>	<p>Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Use and understand computing to program, monitor and control their products</p>		
--	--	--	--	--	--	--	--



AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION
DESIGN TECHNOLOGY



				using a range of equipment			
Evaluating processes and products	<p>Can answer question about what they have made.</p> <p>Can say what they like about their model.</p>	<p>To explore and evaluate a range of existing products.</p> <p>To evaluate their ideas and products.</p>	<p>To evaluate their ideas and products against design criteria.</p> <p>Talk about their ideas saying what they like and dislike about them.</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>	<p>Carry out sensory evaluations of a variety of ingredients and products. Record evaluation using e.g. tables and simple graphs</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others</p> <p>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>



**AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION
DESIGN TECHNOLOGY**

