




*Progression of skills Design and Technology EYFS, Key Stage 1, Key Stage 2.*

*Construction 3D build, Food and Nutrition, Construction Textiles*

<u>Design and Technology Curriculum</u> <u>St Simon and St Jude Primary School</u>	
Autumn	Nutrition 
Spring	Construction - textiles 
Summer	Construction (3D) 

<p><b>Design</b></p>	<ul style="list-style-type: none"> <li>• Develop my ideas through talking.</li> <li>• Explain what I am making.</li> <li>• Explain which tools I need to use</li> <li>• Explain what I want to do- using word and pictures.</li> <li>• Communicate ideas through talking, drawing and templates.</li> <li>• Discuss and create a plan for what I am making.</li> <li>• Learn and use keys words for a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• To use my own experiences to help them design a purposeful and appealing product for themselves and others based on a criterion.</li> <li>• Design a product using a design specification or criteria.</li> <li>• To generate and develop my ideas through mock ups and where appropriate, information technology.</li> <li>• To identify the purpose of what they intend to make.</li> <li>• Draw and annotate my design.</li> <li>• Create a realistic plan for making.</li> <li>• Use appropriate vocabulary to explain what I need to do and use.</li> <li>• Think ahead about my design and what I may need to create and make it.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw, model and describe my ideas.</li> <li>• Annotate my designs to explain details.</li> <li>• Use my experience, and things I know about products to help me design.</li> <li>• List things my design needs to do in a specification.</li> <li>• To use my own experiences to help them design a purposeful and appealing product for themselves and others based on a criterion.</li> <li>• Design a product using a design specification or criteria.</li> <li>• Explain and annotate my designs.</li> <li>• Use appropriate vocabulary to explain what I need to do and use.</li> <li>• Write a realistic plan for making.</li> </ul>	<ul style="list-style-type: none"> <li>• To use my own experiences to help them design a purposeful and appealing product for myself and others based on a criterion.</li> <li>• Gather and use research to help me design.</li> <li>• Use appropriate vocabulary to explain what I need to do and use.</li> <li>• Create a realistic plan and specify some of the limitations when designing, e.g. Time and cost.</li> <li>• Show different ideas using words, sketches and models.</li> </ul>	<ul style="list-style-type: none"> <li>• To use my own experiences to help them design a purposeful and appealing product for myself and others based on a criterion.</li> <li>• Gather and use research to help me design and think about who will use my design to include their opinions/needs.</li> <li>• Evaluate and develop my ideas by annotating.</li> <li>• Work from my own detailed plan and change it when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• To use my own experiences to help them design a purposeful and appealing product for myself and others based on a criterion.</li> <li>• By looking at and evaluating existing products to show that I understand their form and function.</li> <li>• Evaluate how effectively I have used my sources of information.</li> </ul>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><i>Make</i></p>	<ul style="list-style-type: none"> <li>• <i>With support, choose the appropriate tools to complete a task.</i></li> <li>• <i>Use the appropriate tool to perform a task.</i></li> <li>• <i>Use tools safely to complete a task.</i></li> <li>• <i>Cut and shape materials.</i></li> <li>• <i>Combine and join materials together.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Select from a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></li> <li>• <i>I can use a range of tools accurately and safely.</i></li> <li>• <i>Select from a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></li> <li>• <i>Use a range of materials according to their characteristics against my design criteria.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Choose what tools/materials/techniques to use and use them with some accuracy.</i></li> <li>• <i>Cut, shape and put things together when making.</i></li> <li>• <i>Make my product work well (function).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Make my product work well (function).</i></li> <li>• <i>Choose and use a range of tools, equipment and techniques.</i></li> <li>• <i>Use a variety of materials/components with some accuracy.</i></li> <li>• <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use a variety of materials/components with some accuracy.</i></li> <li>• <i>Work with a range of tools, materials and equipment with some precision.</i></li> <li>• <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use a variety of materials/components with some accuracy.</i></li> <li>• <i>select from and use a wider range of materials and components.</i></li> <li>• <i>Work with a range of tools, materials and equipment with some precision.</i></li> <li>• <i>Test and evaluate my work, comparing it to my design specification (spec.)</i></li> </ul>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Evaluate</i></p>	<ul style="list-style-type: none"> <li>• <i>Talk about my work and what I did to other people.</i></li> <li>• <i>Use the keywords they have learnt to describe what they did and how they did it (I use scissors to cut, I used split pins to join).</i></li> <li>• <i>Evaluate my design, and how well I worked, to say what I changed and improved as I went along.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To explore and evaluate a range of existing products.</i></li> <li>• <i>Children discuss their own products, what worked well and what can be improved for next time.</i></li> <li>• <i>Children comment on the products made by their peers.</i></li> <li>• <i>Children evaluate their ideas and finished products against the design criteria.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plan what to do next.</i></li> <li>• <i>Think ahead about how to make my design and in what order.</i></li> <li>• <i>Evaluate my design, and how well I worked, to say what I changed and improved as I went along.</i></li> <li>• <i>Specify who will use my design and consider their needs/opinions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Evaluate and develop my ideas by annotating.</i></li> <li>• <i>Evaluate my design, and how well I worked, to say what I changed and improved as I went along.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test and evaluate my work, comparing it to my design specification (spec.)</i></li> <li>• <i>Check and measure my work as it develops and correct errors.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Evaluate how effectively I have used my sources of information.</i></li> <li>• <i>Test and evaluate my work, comparing it to my design specification (spec.)</i></li> </ul>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><i>Technical knowledge</i></p>	<ul style="list-style-type: none"> <li>• <i>Use the basic principles of a healthy and varied diet to prepare dishes</i></li> <li>• <i>Understand where food comes from.</i></li> <li>• <i>Can describe how things work.</i></li> <li>• <i>Describe products I know about which are like my design.</i></li> <li>• <i>Choose what tools/material/technique to use and use with some accuracy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use the basic principles of a healthy and varied diet to prepare dishes</i></li> <li>• <i>Understand where food comes from.</i></li> <li>• <i>Use key vocabulary when discussing their design and in the process of making.</i></li> <li>• <i>build structures, exploring how they can be made stronger, stiffer and more stable</i></li> </ul>	<p>□ <i>Apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p>	<ul style="list-style-type: none"> <li>• <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></li> <li>• <i>Pay attention to quality of finish when making.</i></li> <li>• <i>understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Work with a range of tools, materials and equipment with some precision.</i></li> <li>• <i>Pay attention to quality of finish when making.</i></li> <li>• <i>Test and evaluate their work, comparing it to their design specification (spec.</i></li> <li>• <i>Apply my understanding of computing to program, monitor and control their products.</i></li> <li>• <i>Understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I identify ways of improving my finished products.</i></li> <li>• <i>With a range of equipment showing that they understand their working characteristics.</i></li> <li>• <i>Apply their understanding of computing to program, monitor and control their products.</i></li> <li>• <i>understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></li> </ul>
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