Finham Primary School

Design and Technology
Knowledge & Skill Progression

	Design	Make	Evaluate	Food	Technical knowledge
Nursery	I can give some details about the product I am making	I can use various construction materials to create models. I can use one-handed tools and equipment. I can make models using malleable materials.	I can express my own opinions about existing products.	I understand that equipment and tools have to be used safely. With support, I can create a food product.	|
Reception	I can give some details about the product I am making. I can create a simple drawing of what I would like my product to look like.	I can use various construction materials to create models. I can select some appropriate tools to help me create models. I can use one-handed tools and equipment. I can make models using malleable materials I can find ways to make my structure more stable.	I can express my own opinions about existing products.	I can feed myself competently with a knife, fork and spoon. I understand that equipment and tools have to be used safely. I understand the need for variety in food. With support, I can create a food product.	|
Year 1	I can tell someone about my design ideas. I can create a drawing of my idea. I can make a mock-up of my design and discuss it. I can use IT to explore my design ideas e.g., basic paint program.	I can join fabrics using staples. I can glue decorations onto fabrics. I can colour fabrics using paints to print and paint. I can cut along straight lines and cut out some shapes. I can use tape and glue to create temporary and fixed joins. I can use a simple circuit in a model e.g., closed circuit with a bulb.	I can say how well my designs and products meet the design criteria.	I can sort foods into fruit and vegetables. I understand why we should eat at least 5 portions of fruit and vegetables each day. With support, I can use the right tools to peel, grate and chop. I understand that food comes from plants and animals.	I

Year 2	I can tell someone about my design ideas. I can make a mock-up of my design and discuss it. I can create templates for my designs. I can use IT to explore my design ideas e.g. use internet to research	I can create a base and overlapping joints to make my structure more stable. I can join fabrics using running stitch. I can sew some decorations onto fabric. I can cut out shapes with straight and curved lines. I can use tape and glue to create temporary and fixed joins. I can use simple mechanisms in my products e.g. hinges, levers, wheels. I can roll, fold, tear and cut paper	I can say what I like and do not like about existing products. I can suggest how a product can be improved.	I can name foods from each section of the EatWell plate. I can use the right tools to peel, grate and chop. I can read a simple scale to measure and weigh out ingredients. I understand that food comes from plants and animals and has to be farmed, grown or caught.	| | | | | Know how to build stronger, stiffer and more stable. Use mechanisms e.g. levers, sliders, wheels, axles
Year 3	I can generate and develop my ideas through discussion. I can design products that are functional and designed for purpose. I can use a given shape on a computer program to create a design.	I can join fabrics using a wider range of stitches. I can choose the most appropriate joining technique to add decoration to a piece of fabric. I can use given sewing patterns to add detail to my designs. I can measure and mark materials to the nearest cm	I can explain the strengths and weaknesses of existing products. I can evaluate my work against my own success criteria. I can discuss and describe well known designers and inventors and their work.	I am beginning to understand the sections of the EatWell plate and why they differ in size. I can use the right tools to slice, mix, and spread. I can weigh ingredients to an appropriate level of accuracy. I understand that different foods are produced in different areas of the world. I know that food and drink provide energy to allow us to be active and healthy.	I I I I I I I I I I

Year 4	I can generate and develop my ideas through discussion. I can create a cross-sectional drawing of my design. I can make design decisions taking account of resources.	I can create a frame structure and strengthen it with diagonal struts. I can cut slots. I can create simple joins with wood. I can independently cut wood/dowelling using a hacksaw and bench hook. I can include a simple electrical circuit in my product that produces one outcome e.g. light OR sound. I can use simple mechanical systems in my products e.g. gears, levers, cams. I can use a hand drill to make tight and loose holes.	I can evaluate my work against my own success criteria, referring to my design criteria. I can discuss and describe well known designers and inventors and their work. I can investigate/analyse whether products can be recycled or reused.	I understand that food is processed into different ingredients e.g. milk into butter. I understand that food can be grown, reared, caught and processed.	I I I I I I I I I
Year 5	I can design a product which is innovative and appeals to an individual or group. I can create an exploded diagram of my design. I can use a computer design program to communicate my ideas. I can make design decisions taking account of resources, time and cost.	I can build a framework using a range of materials e.g. wood, card, corrugated plastic. I can use a glue gun with close supervision. I can use applique to decorate by gluing and stitching. I can cut internal shapes. I can select the most appropriate way to join or secure materials within my design. I can create a simple sewing pattern to use in my designs. I can include an electrical circuit that produces more than one outcome e.g. light and sound. I can use a computer program to control my products.	I can evaluate existing products in relation to their purpose and audience. I can collect feedback from others to find out how to improve my product. I can explore the impact of well-known designers and inventors and how their products helped shape the world.	I can select the appropriate tools to follow a given recipe to make a savoury dish. I can estimate amounts of ingredients to an appropriate level of accuracy. I understand how different foods are produced in different areas of the world. I understand that some foods are seasonal and can give some examples	| | | | Order the main stages of making. Strengthen, stiffen and reinforce more complex structures.

Year 6	I can create an exploded diagram of my design. I can use a computer design program to communicate my ideas. I can develop a simple design specification to guide my thinking.	I can create a prototype of my design. I can use more complex mechanical systems in my product e.g. pulleys, gears and linkages. I can cut accurately to 1mm. I can use a screwdriver to secure materials with accuracy. I can produce an appropriate list of tools, equipment and materials that I need. I can formulate step by step plans as a guide to my making. I can use techniques that involve a number of steps.	I can explore the impact of well-known designers and inventors and how their products helped shape the world. I can investigate/ analyse the cost, innovation and sustainability of materials.	I understand what affects food types have on the body e.g. impact of eating too much sugar. I understand that recipes can be adapted to change the appearance, taste, texture and aroma.	Mechanical systems e.g. gears, pulleys, cams, levers, linkages Series circuits using switches, bulbs, buzzers and motors. Computing – program, monitor and control products.