

Key Curriculum Skills, Knowledge and Progression: Design Technology



Early Learning Goals (Reception)	In Year 1...	In Year 2...
<ul style="list-style-type: none"> I can handle equipment and tools effectively, including pencils for writing. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Design</p> <ul style="list-style-type: none"> I can use my ideas to design something. I can explain to someone else how I want to make my product. I can make a simple plan before making. <p>Make</p> <ul style="list-style-type: none"> I can make a product which moves. I can choose appropriate resources and tools. <p>Evaluate</p> <ul style="list-style-type: none"> I can describe how something works. I can compare my model to my simple plan. <p>Technical knowledge</p> <ul style="list-style-type: none"> I can make my model stronger. I can begin to explore different mechanisms (for example - sliders and levers). <p>Cooking and nutrition</p> <ul style="list-style-type: none"> I can understand where some foods come from. I know some healthy foods. 	<p>Design</p> <ul style="list-style-type: none"> I can think of an idea and plan what to do next. I can communicate my ideas through talking, drawing, templates etc. I can use design criteria to create a plan. <p>Make</p> <ul style="list-style-type: none"> I can join materials and components in different ways. I can choose tools and materials and explain why I have chosen them. I can measure materials to use in a model or structure. <p>Evaluate</p> <ul style="list-style-type: none"> I can explain what went well with my work. I can explain why I have chosen specific textiles. <p>Technical knowledge</p> <ul style="list-style-type: none"> I can make my model stronger, stiffer and more stable. I can explore different mechanisms (for example – levers, sliders, wheels and axles). <p>Cooking and nutrition</p> <ul style="list-style-type: none"> I can describe the ingredients I am using. I can cut food safely.

<i>In Year 3...</i>	<i>In Year 4...</i>	<i>In Year 5...</i>	<i>In Year 6...</i>
<p>Design</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials and explain why. • I can choose a textile for both its suitability and its appearance. <p>Make</p> <ul style="list-style-type: none"> • I can select the most appropriate tools and techniques for a given task. • I can begin to explore a range of materials for a task. <p>Evaluate</p> <ul style="list-style-type: none"> • I am starting to evaluate and suggest improvements for my designs. <p>Technical knowledge</p> <ul style="list-style-type: none"> • I can apply my understanding to strengthen, stiffen and reinforce more complex structures. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • I can describe how ingredients come together. • I can understand the different food groups. 	<p>Design</p> <ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. <p>Make</p> <ul style="list-style-type: none"> • I can measure accurately using a wider range of tools. • I can begin to use appropriate materials for a task. <p>Evaluate</p> <ul style="list-style-type: none"> • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can persevere and adapt my work when my original ideas do not work. <p>Technical knowledge</p> <ul style="list-style-type: none"> • I can make a product which uses both electrical and mechanical components in games. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food. • I can understand the different food groups and how they are used for a healthy diet. 	<p>Design</p> <ul style="list-style-type: none"> • I can come up with a range of ideas after collecting information from different sources. • I can produce a detailed, step-by-step plan. • I can suggest alternative plans; outlining the positive features and draw backs. • I can make a prototype before make a final version. <p>Make</p> <ul style="list-style-type: none"> • I can use a range of tools and equipment competently. • I can choose materials according to their functional properties. <p>Evaluate</p> <ul style="list-style-type: none"> • I can explain how a product will appeal to a specific audience. • I can evaluate appearance and function against original criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • I can understand and use electrical systems and their products (for example – series circuits, incorporating switches, bulbs, buzzers and motors). <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • I show that I can be both hygienic and safe in the kitchen. • I can prepare and cook a dish using a cooking technique. • I can explain how products should be stored and give reasons. 	<p>Design</p> <ul style="list-style-type: none"> • I can use market research to inform my plans and ideas. • I can follow and refine my plans. • I can use a technology to generate a computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • I can work within a budget. • I can choose materials according to functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • I can show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. • I can evaluate my product against clear criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • I can understand and use mechanical systems in products (for example – gears, pulleys, cams, levers and linkages). <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • I can explain how products should be stored and give reasons. • I can prepare and cook dishes using a range cooking technique. • I can understand the importance of using seasonal produce. • I know where and how food is grown, picked and processed.

Thinking about seasonal, local, RRR – overarching theme.