# *Key Curriculum Skills, Knowledge and Progression: Design Technology*

| *Early Learning Goals (Reception)* | *In Year 1…* | *In Year 2…* |
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| 1. I can handle equipment and tools effectively, including pencils for writing.<br>2. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>3. I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.<br>4. I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | **Design**<br>1. I can use my ideas to design something.<br>2. I can explain to someone else how I want to make my product.<br>3. I can make a simple plan before making.<br><br>**Make**<br>1. I can make a product which moves.<br>2. I can choose appropriate resources and tools.<br><br>**Evaluate**<br>1. I can describe how something works.<br>2. I can compare my model to my simple plan.<br><br>**Technical knowledge**<br>1. I can make my model stronger.<br>2. I can begin to explore different mechanisms (for example - sliders and levers).<br><br>**Cooking and nutrition**<br>1. I can understand where some foods come from.<br>2. I know some healthy foods. | **Design**<br>**1.** I can think of an idea and plan what to do next.<br>**2.** I can communicate my ideas through talking, drawing, templates etc.<br>**3.** I can use design criteria to create a plan.<br><br>**Make**<br>**4.** I can join materials and components in different ways.<br>**5.** I can choose tools and materials and explain why I have chosen them.<br>**6.** I can measure materials to use in a model or structure.<br><br>**Evaluate**<br>**7.** I can explain what went well with my work.<br>**8.** I can explain why I have chosen specific textiles.<br><br>**Technical knowledge**<br>**9.** I can make my model stronger, stiffer and more stable.<br>**10.** I can explore different mechanisms (for example – levers, sliders, wheels and axles).<br><br>**Cooking and nutrition**<br>**11.** I can describe the ingredients I am using.<br>**12.** I can cut food safely. |

| *In Year 3…* | *In Year 4…* | *In Year 5…* | *In Year 6…* |
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| **Design**<br>**1.** I can prove that my design meets some set criteria.<br>**2.** I can follow a step-by-step plan, choosing the right equipment and materials and explain why.<br>**3.** I can choose a textile for both its suitability and its appearance.<br><br>**Make**<br>**4.** I can select the most appropriate tools and techniques for a given task.<br>**5.** I can begin to explore a range of materials for a task.<br><br>**Evaluate**<br>6. I am starting to evaluate and suggest improvements for my designs.<br><br>**Technical knowledge**<br>7. I can apply my understanding to strengthen, stiffen and reinforce more complex structures.<br><br>**Cooking and nutrition**<br>**8.** I can describe how ingredients come together.<br>**9.** I can understand the different food groups. | **Design**<br>1. I can use ideas from other people when I am designing.<br>2. I can produce a plan and explain it.<br><br>**Make**<br>3. I can measure accurately using a wider range of tools.<br>4. I can begin to use appropriate materials for a task.<br><br>**Evaluate**<br>5. I can evaluate and suggest improvements for my designs.<br>6. I can evaluate products for both their purpose and appearance.<br>7. I can explain how I have improved my original design.<br>8. I can persevere and adapt my work when my original ideas do not work.<br><br>**Technical knowledge**<br>9. I can make a product which uses both electrical and mechanical components in games.<br><br>**Cooking and nutrition**<br>10. I know how to be both hygienic and safe when using food.<br>11. I can understand the different food groups and how they are used for a healthy diet. | **Design**<br>1. I can come up with a range of ideas after collecting information from different sources.<br>**2.** I can produce a detailed, step-by-step plan.<br>**3.** I can suggest alternative plans; outlining the positive features and draw backs.<br>**4.** I can make a prototype before make a final version.<br><br>**Make**<br>**5.** I can use a range of tools and equipment competently.<br>**6.** I can choose materials according to their functional properties.<br><br>**Evaluate**<br>**7.** I can explain how a product will appeal to a specific audience.<br>**8.** I can evaluate appearance and function against original criteria.<br><br>**Technical knowledge**<br>**9.** I can understand and use electrical systems and their products (for example – series circuits, incorporating switches, bulbs, buzzers and motors).<br><br>**Cooking and nutrition**<br>10. I show that I can be both hygienic and safe in the kitchen.<br>11. I can prepare and cook a dish using a cooking technique.<br>12. I can explain how products should be stored and give reasons. | **Design**<br>1. I can use market research to inform my plans and ideas.<br>2. I can follow and refine my plans.<br>3. I can use a technology to generate a computer-aided design.<br><br>**Make**<br>**4.** I can work within a budget.<br>**5.** I can choose materials according to functional properties and aesthetic qualities.<br><br>**Evaluate**<br>**6.** I can show that I consider culture and society in my plans and designs.<br>**7.** I show that I can test and evaluate my products.<br>**8.** I can evaluate my product against clear criteria.<br><br>**Technical knowledge**<br>9. I can understand and use mechanical systems in products (for example – gears, pulleys, cams, levers and linkages).<br><br>**Cooking and nutrition**<br>10. I can explain how products should be stored and give reasons.<br>11. I can prepare and cook dishes using a range cooking technique.<br>12. I can understand the importance of using seasonal produce.<br>13. I know where and how food is grown, picked and processed. |

*Focus on seasonal, local, Reduce Reuse Recycle*