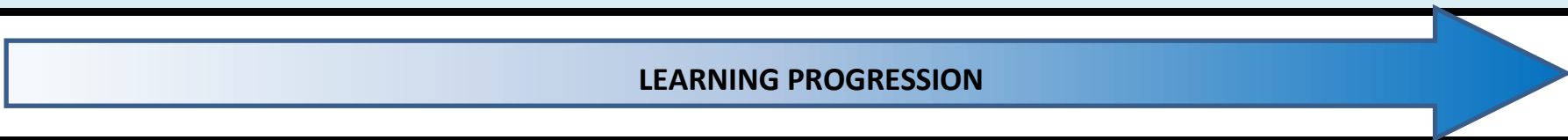



Design and Technology Curriculum Progression

EYFS		
LEARNING PROGRESSION 		
	Nursery (3-4 year olds)	Reception
Personal, Social and Emotional	I can select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen or one which is suggested to them)	
Physical Development	I can use large muscle movements to wave flags and streamers, paint and make marks.	I am progressing to a more fluent style of moving, with developing control and grace.
		I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	I can choose the right resources to carry out my own plan.	
	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.
		I can use a range of tools, including scissors, paintbrushes and cutlery. ELG

Design and Technology Curriculum Progression

Understanding the World	I can explore how things work.	
Expressive Arts and Design	I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	
	I can explore different materials freely, in order to develop my ideas about how to use them and what to make.	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG
	I can develop my own ideas and then decide which materials to use to express them.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
		I can return to and build on my previous learning, refining ideas and developing my ability to represent them.
		I can create collaboratively, sharing ideas, resources and skills.
	I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.	
		I can share my creations, explaining the processes I have used. ELG

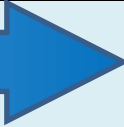
Design and Technology Curriculum Progression

Key Stage 1	
LEARNING PROGRESSION 	
Designing	Mechanisms: Wheel and Axles <i>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</i>
	<i>I can develop and communicate ideas through drawings and mock-ups.</i>
	Mechanisms: Sliders and Levers <i>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</i>
	<i>I can develop, model and communicate my ideas through drawings and mock-ups with card and paper.</i>
	Cooking and Nutrition: I can design products based on simple design criteria.
	I can generate initial ideas through investigating a variety of fruit and vegetables.
	I can communicate my ideas through talk and drawings.
	Structures: <i>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</i>
	<i>I can develop, model and communicate my ideas through talking, mock-ups and drawings.</i>
	Textiles: <i>I can design a functional and appealing product for a chosen user and purpose based on simple design criteria.</i>

Design and Technology Curriculum Progression

		<i>I can generate, develop, model and communicate my ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</i>
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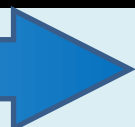
Design and Technology Curriculum Progression

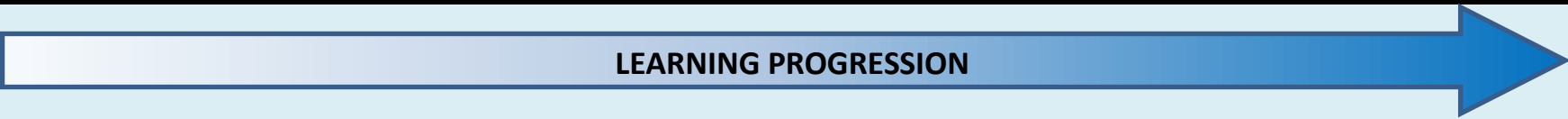
Key Stage 1		
LEARNING PROGRESSION 		
Making		Mechanisms: Wheels and Axles <i>I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</i>
		<i>I can select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</i>
		Mechanisms: Sliders and Levers <i>I can plan by suggesting what to do next.</i>
		<i>I can select and use tools, explaining my choices, to cut, shape and join paper and card.</i>
		<i>I can use simple finishing techniques suitable for the product I am creating.</i>
	Cooking and Nutrition: I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	Cooking and Nutrition: I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
	I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
		Structures: <i>I can plan by suggesting what to do next.</i>
		<i>I can select and use tools, skills and techniques, explaining my choices.</i>
		<i>I can select new and reclaimed materials and construction kits to build their structures.</i>

Design and Technology Curriculum Progression

		<i>I can use simple finishing techniques suitable for the structure I am creating.</i>
		Textiles: <i>I can select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</i>
		<i>I can select from and use textiles according to their characteristics.</i>


Design and Technology Curriculum Progression

Key Stage 1		
LEARNING PROGRESSION 		
Evaluating		Mechanisms: Wheels and Axles <i>I can explore and evaluate a range of products with wheels and axles.</i>
		<i>I can evaluate my ideas throughout and my products against original criteria.</i>
		Mechanisms: Sliders and Levers <i>I can explore a range of existing books and everyday products that use simple sliders and levers.</i>
		<i>I can evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</i>
	Cooking and Nutrition: I can taste and talk about a range of fruit and vegetables.	Cooking and Nutrition: I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
	I can evaluate ideas and finished products against its purpose.	I can evaluate ideas and finished products against design criteria, including intended user and purpose.
		Structures: <i>I can explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</i>
		<i>I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</i>
		Textiles: <i>I can explore and evaluate a range of existing textile products relevant to the project being undertaken.</i>
		<i>I can evaluate my ideas throughout and my final products against original design criteria.</i>

Key Stage 1		
		
Technical Knowledge		Mechanisms: Wheels and Axles <i>I can explore and use wheels, axles and axle holders.</i>
		<i>I can distinguish between fixed and freely moving axles.</i>
		<i>I know and use technical vocabulary relevant to the project.</i>
		Mechanisms: Sliders and Levers <i>I can explore and use sliders and levers.</i>
		<i>I can understand that different mechanisms produce different types of movement.</i>
		<i>I know and use technical vocabulary relevant to the project.</i>
	Cooking and Nutrition: I am beginning to understand where a range of fruit and vegetables come from e.g. farmed or grown at home.	Cooking and Nutrition: I understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
	I can use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.	I can understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.
	I know technical and sensory vocabulary relevant to the project.	I know and use technical and sensory vocabulary relevant to the project.
		Structures: <i>I know how to make freestanding structures stronger, stiffer and more stable.</i>
		<i>I know and use technical vocabulary relevant to the project.</i>
		Textiles: <i>I understand how simple 3-D textile products are made, using a template to create two identical shapes.</i>

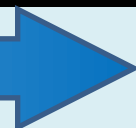
Design and Technology Curriculum Progression

		<i>I understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling</i>
		<i>I can explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</i>
		<i>Know and use technical vocabulary relevant to the project.</i>

Key Stage 2		
		
Designing		Mechanical Systems: <i>I can generate realistic ideas and my own design criteria through discussion, focusing on the needs of the user.</i>
		<i>I can use annotated sketches and prototypes to develop, model and communicate ideas.</i>
		Electrical Systems: <i>I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</i>
		<i>I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</i>
	Cooking and Nutrition: I can generate ideas through discussion with peers and adults regarding appearance, taste, texture and aroma and how these make an appealing product for a particular user and purpose.	Cooking and Nutrition: I can 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.
	I can begin to develop and communicate ideas.	I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.
		Structures: <i>I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</i>

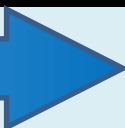
Design and Technology Curriculum Progression

		<i>I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</i>
		Textiles: <i>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</i>
		<i>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</i>

Key Stage 2		
LEARNING PROGRESSION 		
Making		Mechanical Systems: <i>I can order the main stages of making.</i>
		<i>I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</i>
		<i>I can select from and use finishing techniques suitable for the product I am creating.</i>
		Electrical Systems: <i>I can order the main stages of making.</i>
		<i>I can select from and use tools and equipment to cut, shape, join and finish with some accuracy.</i>
		<i>I can select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</i>
	Cooking and Nutrition: I can plan the main stages of a recipe, listing the ingredients needed.	Cooking and Nutrition: I can plan the main stages of a recipe, listing ingredients, utensils and equipment.
	I can select and use utensils and equipment to prepare and combine ingredients.	I can select and use appropriate utensils and equipment to prepare and combine ingredients.
	I can select from a limited range of ingredients to make appropriate food products, thinking about sensory characteristics.	I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
		Structures: <i>I can order the main stages of making.</i>
		<i>I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</i>


Design and Technology Curriculum Progression

		<i>I can explain my choice of materials according to functional properties and aesthetic qualities.</i>
		<i>I can use finishing techniques suitable for the product I am creating.</i>
		Textiles: <i>I can plan the main stages of making.</i>
		<i>I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</i>
		<i>I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</i>

Key Stage 2		
LEARNING PROGRESSION 		
Evaluating		Mechanical Systems: <i>I can investigate and analyse books and, where available, other products with lever and linkage mechanisms.</i>
		<i>I can evaluate my own products and ideas against criteria and user needs, as I design and make.</i>
		Electrical Systems: <i>I can investigate and analyse a range of existing battery-powered products.</i>
		<i>I can evaluate my ideas and products against my own design criteria identifying strengths and areas for improvement.</i>
	Cooking and Nutrition: I can carry out sensory evaluations of a variety of ingredients and products.	Cooking and Nutrition: I can carry out sensory evaluations of a variety of ingredients and products and record the evaluations using e.g. tables and simple graphs.
	I can evaluate the ongoing work and the final product.	I can evaluate my ongoing work and the final product with reference to the design criteria and the views of others.
		Structures: <i>I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</i>
		<i>I can test and evaluate my own products against design criteria and the intended user and purpose.</i>

Design and Technology Curriculum Progression

		Textiles: <i>I can investigate a range of 3-D textile products relevant to the project.</i>
		<i>I can test my product against the original design criteria and with the intended user.</i>
		<i>I can take into account others' views.</i>
		<i>I understand how a key event/individual has influenced the development of the chosen product and/or fabric.</i>

Key Stage 2		
LEARNING PROGRESSION 		
Technical Knowledge		Mechanical Systems: I understand and use lever and linkage mechanisms.
		I can distinguish between fixed and loose pivots.
		I know and use technical vocabulary relevant to the project.
		Electrical Systems: I understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
		I can apply my understanding of computing to program and control their products.
		I know and use technical vocabulary relevant to the project.
	Cooking and Nutrition: I can use equipment and utensils to prepare and combine food.	Cooking and Nutrition: I know how to use appropriate equipment and utensils to prepare and combine food.
	I know about a range of fresh and processed ingredients and whether they are grown, reared or caught.	I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
	I know and use relevant technical and sensory vocabulary appropriately.	I know and use relevant technical and sensory vocabulary appropriately.
		Structures: <i>I can develop and use knowledge of how to construct strong, stiff shell structures.</i>
		<i>I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</i>
		<i>I know and use technical vocabulary relevant to the project.</i>

Design and Technology Curriculum Progression

		Textiles: <i>I know how to strengthen, stiffen and reinforce existing fabrics.</i>
		<i>I understand how to securely join two pieces of fabric together.</i>
		<i>I understand the need for patterns and seam allowances.</i>
		<i>I know and use technical vocabulary relevant to the project.</i>