



Progression of Skills

Subject: Design and Technology

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<ul style="list-style-type: none">• I can investigate similar products to the one to be made, to give starting points for a design.• I can generate my own ideas for an item, considering its purpose and the user/s.• I can establish simple criteria for a successful product.• I can make drawings with labels when designing.• I can plan the order of my work before starting.	<ul style="list-style-type: none">• I can evaluate existing products and identify criteria that can be used for my own designs.• I can generate my own ideas, considering the purposes for which I am designing.• I can establish criteria for a successful product.• I can make labelled drawings from different views showing specific features of my product.• I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes (in a suitable order).	<ul style="list-style-type: none">• I can evaluate a variety of existing products and identify criteria that can be used for my own designs.• I can generate my own ideas and identify a specific purpose for my product.• I can create a detailed specification for my design.• I can communicate my ideas through detailed, labelled drawings from different views showing specific features of my product.• I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes (in a suitable order) and suggest alternative methods of making, if the first attempts fail.• I can test my ideas to see if they work, making models and prototypes if necessary.	<ul style="list-style-type: none">• I can evaluate a variety of existing products and identify criteria that can be used for my own designs.• I can generate my own ideas and identify a specific purpose for my product.• I can create a detailed specification for my design.• I can communicate my ideas using annotated diagrams from different views, highlighting specific design features of my product.• I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes (in a suitable order) and suggest alternative methods of making, if the first attempts fail.• I can create a pattern to test the structure of my design ideas.



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Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none">• I can select tools and techniques for making my product.• I can measure, mark out, cut, score and assemble components with increasing accuracy.• I can work safely and accurately with a range of simple tools.• I can think about my ideas as they progress and be willing to change things if this helps me to improve my work.• I can use finishing techniques to strengthen and improve the appearance of my product.	<ul style="list-style-type: none">• I can select appropriate tools and techniques for making my product.• I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.• I can join and combine materials and components accurately in temporary and permanent ways.• I can incorporate a circuit with a bulb or a buzzer into a model.• I can think about my ideas as they make progress and be willing to change things if this helps me to improve my work.• I can use finishing techniques to strengthen and improve the appearance of my product.	<ul style="list-style-type: none">• I can select appropriate materials, tools and techniques for making my product.• I can measure, mark out and cut strip wood, dowel and square section wood accurately to 1mm.• I can use a range of different tools and equipment safely and accurately. I can use a glue gun with close supervision.• I can join and combine materials and components accurately in temporary and permanent ways.• I can incorporate a circuit with a motor and a switch into a model.• I can build frameworks using a range of materials e.g. wood, card and corrugated plastic to support mechanisms.• I can use finishing techniques to strengthen and improve the appearance of my product.	<ul style="list-style-type: none">• I can select appropriate materials, tools, components and techniques for making my product.• I can use a range of different tools and equipment safely and accurately.• I can join and combine materials accurately with a variety of stitches.• I can join, sew and stitch materials together to create a quality product.• I can make modifications to my design if necessary and overcome problems by adapting my specification.• I can use finishing techniques to strengthen and improve the appearance of my product.
Evaluating processes and products	<ul style="list-style-type: none">• I can identify the strengths and weaknesses of my design ideas.	<ul style="list-style-type: none">• I can identify the strengths and weaknesses of my design ideas.	<ul style="list-style-type: none">• I can use the design criteria to inform my decisions about ways to proceed.	<ul style="list-style-type: none">• I can decide which design idea to develop and justify my decision.



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	<ul style="list-style-type: none"> I can evaluate my product against the original design criteria <i>e.g. how well it meets its intended purpose.</i> I can explain how my finished product could be improved. 	<ul style="list-style-type: none"> I can justify my decisions about my choice of materials and methods of construction. I can evaluate my work both during and at the end of the assignment. I can evaluate my product against the original design criteria <i>e.g. how well it meets its intended purpose and the needs of the user.</i> I can explain how my finished product could be improved. 	<ul style="list-style-type: none"> I can justify my decisions about choice of materials and methods of construction. I can evaluate my work both during and at the end of the assignment. I can evaluate my product against the original design criteria <i>e.g. how well it meets its intended purpose and the needs of the user.</i> I can evaluate my product against the original design criteria and suggest ways that my product could be improved. 	<ul style="list-style-type: none"> I can use the design criteria to inform my decisions about ways to proceed. I can justify my decisions about choice of materials and methods of construction. I can evaluate my work both during and at the end of the assignment, identifying strengths and areas for development. I can evaluate my product personally and seek evaluation from others. I can evaluate my product against the original design criteria and suggest ways that my product could be improved.
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<p>What are the key/essential knowledge and skills for this year</p>	<ul style="list-style-type: none"> To identify the purpose of a product. To plan how to make a product, based on a criteria. 	<ul style="list-style-type: none"> To identify the purpose of a product and the design criteria To generate ideas for possible design solutions. 	<ul style="list-style-type: none"> To plan a product and be able to label each component and identify equipment needed. 	<ul style="list-style-type: none"> To communicate ideas using annotated diagrams. To develop a clear idea for how to plan using material/equipment and
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<p>group?</p>	<ul style="list-style-type: none">● To create a model based on the plan using key techniques and materials.● To evaluate my product and suggest improvements.	<ul style="list-style-type: none">● To draw an annotated diagram based on the plan using key techniques and materials.● To develop communication skills when working in a group● To follow a plan to build a solution.● To modify and test my product and suggest improvements.	<ul style="list-style-type: none">● To create a product using understanding of electrical circuits and measure.● To understand how to use equipment safely.● To evaluate my finished project and suggest improvements.● To manage my time effectively.● To adapt my product to overcome emerging issues.	<p>suggest alternative methods for making products.</p> <ul style="list-style-type: none">● To use a range of tools and equipment safely and accurately.● To join, sew and stitch materials to create a product.● To modify, evaluate and justify my decisions when making my products.
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Cooking and Nutritions

PROGRESSION OF SKILLS - area/context	Year 3 Sandwiches	Year 4 Stuffed Pepper	Year 5 Pizza	Year 6 Fajitas
Food skills	<ul style="list-style-type: none"> • I can shape ingredients evenly over another food. • I can use a spoon to transfer ingredients eg tomato paste from a container. • I can place a cutter in positions to make good of the material available and avoid waste. • I can grate firmer foods e.g. carrots or cheese. • I can cut medium resistance foods with a vegetable knife e.g. cucumber and tomatoes. • I can use a fork or the claw grip to secure foods when cutting them. 	<ul style="list-style-type: none"> • I can shape ingredients evenly over another food. • I can shape and mould to create visually appealing products e.g. filling in a pepper. • I can mix/stir any ingredients thoroughly. • I can measure using a measuring jug with support to obtain accuracy. • I can measure using digital scales with support to obtain accuracy. • I can grate firmer foods e.g. cheddar cheese. • I can use the claw technique to cut ingredients eg pepper. • I can cut medium resistance foods with a vegetable knife e.g. cucumber. 	<ul style="list-style-type: none"> • I can fold ingredients together. • I can measure using digital and analogue scales accurately and independently carefully. with dry and wet ingredients • I can select appropriate ingredients on a savoury dish • I can shape and mould to create a dough. • I can grate firmer foods e.g. cheese • I can use two spoons to transfer ingredients eg tomato paste and spread evenly onto a base. • I can use the claw technique to cut ingredients eg tomato • Choose a measuring jug accurately and independence 	<ul style="list-style-type: none"> • I can shape ingredients evenly over another food. • I can gauge the quantities spooned to ensure an equal amount of ingredients in each container. • I can cut higher resistance foods with a vegetable knife using the claw grip e.g. peppers • I can cut higher resistance foods from whole using the bridge hold e.g. onion.



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<p>Recipe instructions</p>	<ul style="list-style-type: none"> I can carry out numbered steps independently. 	<ul style="list-style-type: none"> I can follow a simple recipe with guidance from an adult. I can carry out modifications to recipes. 	<ul style="list-style-type: none"> I can follow a recipe with guidance from an adult. I can carry out modifications to recipes. 	<ul style="list-style-type: none"> I can follow a recipe independently. I can carry out modifications to recipes with justification to my choices.
<p>Equipment</p>	<ul style="list-style-type: none"> I can cut with a vegetable knife with adult supervision. I can grate with a grater with adult supervision. 	<ul style="list-style-type: none"> I can measure with a measuring jug. I can cut with a vegetable knife with adult supervision. I can grate with a grater with adult supervision. I can cook with an oven with adult supervision. 	<ul style="list-style-type: none"> I can grate with a grater independently. I can cut with a vegetable knife with adult support and safety reminders where necessary. I can cook with an oven with adult supervision. 	<ul style="list-style-type: none"> I can measure with analogue scales. I can grate with a grater with light adult support. I can heat with an oven with adult supervision.
<p>What are the key/essential knowledge and skills for this year group?</p>	<p>To understand and apply the principles of a healthy and varied diet</p> <p>Make suggestions about appropriate (ie seasonal, ethically sourced, economical) ingredients to use for a recipe</p> <p>To follow a recipe and use a range of kitchen equipment safely.</p> <p>I know why food hygiene is important and I know how to keep myself safe when preparing food.</p>	<p>To understand and apply the principles of a healthy and varied diet</p> <p>Make suggestions about appropriate (ie seasonal, ethically sourced, economical) ingredients to use for different recipes</p> <p>Use a range of kitchen equipment with increasing precision and safety</p> <p>I know why food hygiene is important and I know how to keep myself safe when preparing food.</p>	<p>To understand and apply the principles of a healthy and varied diet</p> <p>Suggest appropriate (e.g. seasonal, ethically sourced, economical) ingredients to use for different recipes</p> <p>Use a range of kitchen equipment with increasing precision and safety</p> <p>I know why food hygiene is important and I know how to keep myself safe when preparing food.</p>	<p>To understand and apply the principles of a healthy and varied diet.</p> <p>Justify appropriate choices of ingredients (e.g. seasonal, ethically sourced, economical) to use for different recipes</p> <p>Use a range of kitchen equipment with increasing precision and safety and to make modifications where necessary.</p> <p>I know why food hygiene is important and I know how to keep myself safe when preparing food.</p>