

| Radcliffe Hall CE/ Methodist Primary School Design and Technology Curriculum Progression | | | | | | |
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| | EYFS | Key Stage One | | Key Stage Two | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Design | | <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users. Generate, develop, model and communicate their ideas. Work Confidently within a range of contexts. State what products they are designing, making and who for. Say how they will make their product work and how it is suitable for their intended user. Use simple design criteria to help develop their ideas. Generate ideas using knowledge of existing products. Where appropriate use ICT. | | <ul style="list-style-type: none"> Work confidently within a range of contexts. Describe the purpose of their product and indicate the design features of their products that will appeal to intended users. Explain how parts of their products work. Model their ideas using prototypes and pattern pieces. Use annotated sketches, cross-sectional drawings and exploded drawings. | | |
| | | | | <ul style="list-style-type: none"> Develop their own design criteria and use them to inform their ideas. Generate realistic ideas. | | <ul style="list-style-type: none"> Develop a simple design specification to guide their thinking. Generate innovative ideas. Drawing on research. |
| Make | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <ul style="list-style-type: none"> Select from a range of tools and equipment – explaining their choices. Select from a range of materials and components. Follow safety and hygiene procedures. Measure, mark up, cut, shape, assemble, join, combine and use finishing techniques. | | <ul style="list-style-type: none"> Select and explain their choices of tools and equipment in relation to the skills and techniques they will be using. Explain their choice of materials and components according to functional properties and aesthetic qualities. | | <ul style="list-style-type: none"> Order the main stages of making. Measure, mark up, cut, shape, assemble, join, combine and use finishing techniques with some accuracy. |
| | | | | | | <ul style="list-style-type: none"> Formulate step-by-step plans as a guide to making. Measure, mark up, cut, shape, assemble, join, combine and use finishing techniques with accuracy. Demonstrate resourcefulness when tackling practical problems. |



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| <p>Evaluate</p> | <p>Show resilience and perseverance in the face of a challenge.</p> <p>Think about the perspectives of others.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> | <ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Make simple judgments about their products and ideas against design criteria. • Suggest how their products could be improved. | <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others to improve their work. • Know about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. |
| <p>Technical Knowledge</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Chose the right resources to carry out their own plan.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Share their creations, explaining the process they have used.</p> | <ul style="list-style-type: none"> • Know about simple working characteristics of materials and components. • Know about the movement of simple mechanisms. • Know how free-standing structures can be made stronger, stiffer and ore stable. • Know the correct technical vocabulary for the projects they are undertaking. | <ul style="list-style-type: none"> • Know how the use learning from science and maths to help design and make products that work. • Know that materials have both functional properties and aesthetic qualities. • Know the correct technical vocabulary for the projects they are undertaking. |

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| Cooking and Nutrition | Where food comes from | Manage their own basic hygiene and personal needs, including dressing. Going to the toilet and understanding the importance of healthy food choices | <ul style="list-style-type: none"> • Know that all food comes from plants or animals. • Know that food has to be farmed, grown or caught. | <ul style="list-style-type: none"> • Know that a recipe can be adapted by adding or substituting one or more ingredients. • That food is caught, reared and caught. |
| | | | | <ul style="list-style-type: none"> • Know that seasons may affect the food available. • Know how food is processed into ingredients that can eaten or used in cooking. |
| | Food, preparation, cooking and nutrition | | <ul style="list-style-type: none"> • Know how to name and sort foods into the five groups in the Eatwell Guide. • Know that everyone should eat at least five portions of fruit and vegetables every day. • How to prepare simple dishes safely and hygienically. • Know how to use techniques such as cutting, peeling and grating. | <ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use a heat source. • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |
| | | | | <ul style="list-style-type: none"> • Know a healthy diet is made up from a variety and balance of different food and drink. • Know that to be active and healthy, food and drink are needed to provide energy for the body. |