



Compassion, Joy, Perseverance, Respect
'Live life in all its fullness' John 10:10

Progression of Skills in Design Technology

Design Technology			
Devas	Bannerman	Porteous	Borton
Textiles - Making Stockings	Cycle A Construct a Windmill	Cycle A Construct a Castle	Cycle A Bridges
Mechanisms – Moving Pictures	Wheels and Axles	Pneumatic Toys	Automata Toys
Food – Fruit Aliens	Fruit and Vegetables	Eating Seasonally	What Could Be Healthier?
	Cycle B Making a Puppet	Cycle B Making a cushion	Cycle B Stuffed Toys
	Making a Monster	Making a Pop-Up book with Moving Parts	Make a Steady Hand Game
	A Balanced Diet	Adapting a Recipe	Come Dine With Me



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Exploring and Developing Ideas						
Devas	Bannerman		Porteous		Borton	
<p>40- 60 + months</p> <p>I can make verbal plans and discuss material choices.</p> <p>I can design a product I would like to make.</p> <p>I can explain what a good design needs.</p> <p>I can choose from available materials.</p> <p>I can use knowledge from my own exploration to inform my designs.</p> <p>I can use a slider mechanism to control movement.</p> <p>I can design packaging for a product.</p> <p>ELG</p> <p>Communication and Language; Speaking:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>Cycle A</p> <p>I can explain the importance of a design criteria.</p> <p>I can include my own preferences and requirements in a design.</p> <p>I can include wheels, axles and axle holders in a design.</p> <p>I can combine wheels and axles to make a wheel move.</p> <p>I can create clearly labelled drawings that illustrate movement.</p> <p>I can design packaging for a product by-hand or on ICT software.</p>	<p>Cycle B</p> <p>I can make a template to create a design for a product.</p> <p>I can create a design criteria for a product.</p> <p>I can design a product for a specific audience in accordance with a design criteria.</p> <p>I can design a healthy meal based on a food combination which work well together</p>	<p>Cycle A</p> <p>I can design a product with key features to appeal to a specific person/purpose.</p> <p>I can draw and label a design including 2D shapes, 3D shapes, colours and materials needed.</p> <p>I can design a product using ICT software.</p> <p>I can design a toy which uses a pneumatic system.</p> <p>I can develop a design criteria from a design brief.</p> <p>I can generate ideas using thumbnail sketches and exploded diagrams.</p> <p>I can create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</p>	<p>Cycle B</p> <p>I can design and make a template from an existing product and apply individual design criteria.</p> <p>I can use a mixture of structures and mechanisms to design a pop-up feature on a product.</p> <p>I can name each mechanism, input and output accurately.</p> <p>I can design a product within a given budget, drawing upon previous taste testing judgements.</p>	<p>Cycle A</p> <p>I can design a stable structure that is able to support weight.</p> <p>I can create a frame structure with a focus on triangulation.</p> <p>I can experiment with a range of cams to create a desired movement.</p> <p>I can understand how linkages change the direction of a force.</p> <p>I can understand and draw cross-sectional diagrams to show the inner-workings of my design.</p> <p>I can adapt a traditional recipe by removing, substituting or adding additional ingredients.</p> <p>I can write an amended method for a recipe to incorporate the relevant changes to ingredients.</p> <p>I can design appealing packaging to reflect a recipe.</p>	<p>Cycle B</p> <p>I can design a product, considering the main component shapes required and creating an appropriate template.</p> <p>I can consider the proportions of individual components.</p> <p>I can draw a design from three different perspectives.</p> <p>I can generate ideas through sketching and discussion.</p> <p>I can model ideas through prototypes.</p> <p>I can understand the purpose of products, including what is meant by 'fit for purpose' and 'form over function'.</p> <p>I can write a recipe, explaining the key steps, method and ingredients.</p> <p>I can include facts and drawings from research undertaken.</p>



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Make						
Devas	Bannerman		Porteous		Borton	
<p>40- 60+ months</p> <p>I can use scissors accurately with a range of materials.</p> <p>I can use a prepared needle and wool to practice threading.</p> <p>I can use the under, over technique when threading and weaving.</p> <p>I can use a suitable knife to chop fruit and vegetables safely.</p> <p>I can join different materials together in a variety of ways (temporary and permanent).</p> <p>I can describe my product, and how I intend to put it together.</p> <p>I can follow a design to create a product, considering what materials I use.</p> <p>ELG</p> <p>Physical Development; Fine Motor Skills:</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing. <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>Cycle A</p> <p>I can make a stable structure using a range of materials.</p> <p>I can turn 2D nets into 3D structures.</p> <p>I can follow instructions to cut and assemble a supporting structure.</p> <p>I can make functioning turbines and axles which are assembled into a main supporting structure.</p> <p>I can adapt mechanisms when:</p> <ul style="list-style-type: none"> - they do not work as they should. - to fit my vehicle design. - to improve how they work after testing my vehicle. <p>I can chop fruit and vegetables safely.</p>	<p>Cycle B</p> <p>I can cut fabric neatly with scissors.</p> <p>I can use joining methods to decorate a product.</p> <p>I can sequence steps for construction.</p> <p>I can make linkages using card for levers and split pins for pivots.</p> <p>I can experiment with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>I can cut and assemble components neatly.</p> <p>I can slice food safely using the bridge or claw grip.</p> <p>I can construct a product that meets a design brief.</p>	<p>Cycle A</p> <p>I can construct a range of 3D geometric shapes using nets.</p> <p>I can make facades from a range of recycled materials.</p> <p>I can create a pneumatic system to create a desired motion.</p> <p>I can use syringes and balloons to create different types of pneumatic systems.</p> <p>I can select materials due to their functional and aesthetic characteristics.</p> <p>I can create different effects by cutting, creasing, folding and weaving.</p> <p>I can prepare myself and a work space to cook safely in.</p> <p>I can follow the instructions within a recipe.</p>	<p>Cycle B</p> <p>I can follow a design brief to create a product.</p> <p>I can select and cut fabrics with ease.</p> <p>I can thread a needle with greater independence.</p> <p>I can sew using a cross stitch to join fabric.</p> <p>I can decorate fabric using appliqué.</p> <p>I can use sliders, pivots and folds to produce movement.</p> <p>I can use layers and spacers to hide the mechanical parts for an aesthetically pleasing result.</p> <p>I can follow a baking recipe, from start to finish.</p> <p>I can adapt a recipe to meet a new criteria (e.g. from savoury to sweet).</p>	<p>Cycle A</p> <p>I can build a range of structures drawing upon new and prior knowledge.</p> <p>I can measure, mark, cut and accurately check the resources I need.</p> <p>I can use a range of materials to reinforce and add decoration to structures.</p> <p>I can assemble components accurately to make a stable frame.</p> <p>I can select appropriate materials for the product I am making.</p> <p>I can cut and prepare vegetables safely.</p> <p>I can use equipment safely, including knives, hot pans and hobs.</p> <p>I can follow a step by step method carefully to make a recipe.</p>	<p>Cycle B</p> <p>I can create a 3D product from a 2D design.</p> <p>I can use a blanket stitch to join fabric and create even and regular stitches.</p> <p>I can use appliqué to decorate fabric.</p> <p>I can construct a stable base for a product.</p> <p>I can accurately cut, fold and assemble a net.</p> <p>I can decorate a product to a high- quality finish.</p> <p>I can make and test a circuit.</p> <p>I can follow a recipe using the correct quantities of each ingredient.</p> <p>I can adapt a recipe based on research.</p> <p>I can work safely, hygienically and to a given timescale.</p>



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Evaluate

Devas	Bannerman		Porteous		Borton	
<p>40- 60+ months</p> <p>I can give a verbal evaluation of my own and others' product with adult support.</p> <p>I can check to see if my product matches my plan.</p> <p>I can say what I would do differently if I were to do the project again.</p> <p>I can describe my favourite and least favourite part of my product.</p> <p>I can make predictions and evaluate different materials to see if they are suitable for my product.</p> <p>I can test my finish product to see whether it moves as planned.</p> <p>I can taste and evaluate different fruit and vegetables.</p> <p>ELG Communication and Language; Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary. <p>Expressive Arts and Design; Creating with Materials:</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. 	<p>Cycle A</p> <p>I can evaluate a product according to the design criteria.</p> <p>I can test if a structure is strong and stable and alter it if it isn't.</p> <p>I can suggest points for improvements.</p> <p>I can test wheel and axle mechanisms, identifying what stops the wheels from turning.</p> <p>I can taste and evaluate different food combinations.</p> <p>I can describe appearance, smell and taste.</p> <p>I can suggest information to be included on packaging.</p>	<p>Cycle B</p> <p>I can reflect on a finished product, explaining likes and dislikes.</p> <p>I can evaluate my own design against the design criteria.</p> <p>I can use peer feedback to modify a final design.</p> <p>I can describe the taste, texture and smell of fruit and vegetables.</p> <p>I can taste test food combinations and final products.</p> <p>I can describe the information that should be included on a label.</p> <p>I can evaluate which grip was most effective.</p>	<p>Cycle A</p> <p>I can evaluate my own work and the work of others based on the aesthetic of the finished product, including in comparison to the original design.</p> <p>I can use the views of others to improve designs.</p> <p>I can test and modify the outcome, suggesting improvements.</p> <p>I can understand the purpose of exploded-diagrams through the eyes of a designer and their client.</p> <p>I can establish and use design criteria to help test and review dishes.</p> <p>I can describe the benefits of seasonal fruits and vegetables and the impact on the environment.</p>	<p>Cycle B</p> <p>I can evaluate an end product and think of other ways in which to create similar items.</p> <p>I can test a finished product, seeing whether it moves as planned and if not, explain why.</p> <p>I can evaluate a finished product and suggest improvements.</p> <p>I can evaluate a recipe, considering: taste, smell, texture and appearance.</p> <p>I can describe the impact of the budget on the selection of ingredients.</p> <p>I can evaluate and compare a range of food products.</p> <p>I can suggest modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).</p>	<p>Cycle A</p> <p>I can improve a design plan based on peer evaluation.</p> <p>I can test and adapt a design to improve it as it is developed.</p> <p>I can identify what makes a successful structure.</p> <p>I can evaluate the work of others and receive feedback on my own work.</p> <p>I can apply points of improvement to my toy.</p> <p>I can describe changes I would make/do if I were to do the project again.</p> <p>I can identify the nutritional differences between different products and recipes.</p> <p>I can identify and describe healthy benefits of food groups</p>	<p>Cycle B</p> <p>I can test and evaluate an end product and give points for further improvements.</p> <p>I can test my own and others finished products, identifying what went well and making suggestions for improvement.</p> <p>I can gather images and information about existing products.</p> <p>I can analyse a selection of existing products.</p> <p>I can evaluate a recipe, considering: taste, smell, texture and the origin of the food group.</p> <p>I can taste test and score final products.</p> <p>I can suggest and write points of improvements for my own product and the work of my peers.</p> <p>I can evaluate health and safety in production to minimise cross contamination.</p>