

Joy

Compassion

Respect

Perseverance



Hunton

C of E Primary School

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 (structures)	Cycle A Construct a Castle (structures)	Cycle A Bridges (structures)
Mechanisms – Moving Pictures	Making a Monster (mechanisms)	Pneumatic Toys (mechanisms)	Automata Toys (mechanisms)
Food – Fruit Aliens	Fruit and Vegetables (cooking & nutrition)	Eating Seasonally (cooking & nutrition)	What Could Be Healthier? (cooking & nutrition)
	Cycle B Making a Puppet (textiles)	Cycle B Making a cushion (textiles)	Cycle B Waistcoats (textiles)
	Wheels and Axles (mechanisms)	Slingshot Car (mechanisms)	Make a Steady Hand Game (mechanisms)
	A Balanced Diet (cooking & nutrition)	Adapting a Recipe (cooking & nutrition)	Come Dine With Me (cooking & nutrition)



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Exploring and Developing Ideas						
Devas	Bannerman		Porteous		Borton	
40- 60 + months - can make verbal plans and discuss material choices. - I can design a product I would like to make. - I can explain what a good design needs. - I can choose from available materials. - I can use knowledge from my own exploration to inform my designs. - I can use a slider mechanism to control movement. - I can design packaging for a product.	Cycle A I can explain the importance of a design criteria. I can include my own preferences and requirements in a design. I can design a product for a specific audience in accordance with a design criteria.	Cycle B I can make a template to create a design for a product. I can create a design criteria for a product. I can design a healthy meal based on a food combination which work well together	Cycle A I can design a product with key features to appeal to a specific person/purpose. I can draw and label a design including 2D shapes, 3D shapes, colours and materials needed. I can design a product using ICT software. I can design a toy which uses a pneumatic system. I can develop a design criteria from a design brief. I can generate ideas using thumbnail sketches and exploded diagrams. I can create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	Cycle B I can design and make a template from an existing product and apply individual design criteria. I can use a mixture of structures and mechanisms to design a pop-up feature on a product. I can name each mechanism, input and output accurately. I can design a product within a given budget, drawing upon previous taste testing judgements.	Cycle A I can design a stable structure that is able to support weight. I can create a frame structure with a focus on triangulation. I can experiment with a range of cams to create a desired movement. I can understand how linkages change the direction of a force. I can understand and draw cross-sectional diagrams to show the inner-workings of my design. I can adapt a traditional recipe by removing, substituting or adding additional ingredients. I can write an amended method for a recipe to incorporate the relevant changes to ingredients.	Cycle B I can design a product, considering the main component shapes required and creating an appropriate template. I can consider the proportions of individual components. I can draw a design from three different perspectives. I can generate ideas through sketching and discussion. I can model ideas through prototypes. I can understand the purpose of products, including what is meant by ‘fit for purpose’ and ‘form over function’. I can write a recipe, explaining the key steps, method and ingredients.
ELG Communication and Language; Speaking: - 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.	I can create clearly labelled drawings that illustrate movement. I can design packaging for a product by-hand or on ICT software.	I can include wheels, axles and axle holders in a design. I can combine wheels and axles to make a wheel move.				
Expressive Arts and Design; Creating with Materials: - 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.						

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					I can design appealing packaging to reflect a recipe.	I can include facts and drawings from research undertaken.
Experiment, prediction, investigate, join, stick, bend, slot,	Design, design criteria, requirements, product, audience, labelled drawings, packaging	Template, product, healthy meal, combine, design	Thumbnail sketches, recipe, software, design criteria, nutritious.	Mechanism, design, input, output, structures, taste testing.	Research, annotate, market research, input, output, predict,	Preparation, storyboard, target audience, target consumer, unique
Make						
Devas	Bannerman		Porteous		Borton	
<p>40- 60+ months</p> <ul style="list-style-type: none"> - I can use scissors accurately with a range of materials. - I can use a prepared needle and wool to practice threading. - I can use the under, over technique when threading and weaving. - I can use a suitable knife to chop fruit and vegetables safely. - I can join different materials together in a variety of ways (temporary and permanent). - I can describe my product, and how I intend to put it together. - I can follow a design to create a product, considering what materials I use. <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 chop fruit and vegetables safely.</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>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 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>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. 	<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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		- to improve how they work after testing my vehicle.				
Design, measure, thread, weave, sew, fix	Make, 2D, 3D structures, follow instructions, cut, assemble, make linkages, adjust	Cut, join, sequence, assemble, slice, construct, adapt	Aesthetic, characteristics, functional, pneumatic, prepare, cutting.	Brief, applique, mechanical, adapt, layers, pivots, movement. Cut, design.	Sew, shapes, detail, measure, reinforce, balance, pairing, complement	Prototype, adapt, thread, landscape, modifications, apparatus
Evaluate						
Devas	Bannerman		Porteous		Borton	
40- 60+ months I can give a verbal evaluation of my own and others' product with adult support. I can check to see if my product matches my plan. I can say what I would do differently if I were to do the project again. I can describe my favourite and least favourite part of my product. I can make predictions and evaluate different materials to see if they are suitable for my product. I can test my finish product to see whether it moves as planned. I can taste and evaluate different fruit and vegetables. ELG Communication and Language; Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding Speaking	Cycle A I can evaluate a product according to the design criteria. I can test if a structure is strong and stable and alter it if it isn't. I can suggest points for improvements. I can taste and evaluate different food combinations. I can describe appearance, smell and taste. I can suggest information to be included on packaging. I can describe the taste, texture and smell of fruit and vegetables.	Cycle B I can reflect on a finished product, explaining likes and dislikes. I can evaluate my own design against the design criteria. I can use peer feedback to modify a final design. I can taste test food combinations and final products. I can describe the information that should be included on a label. I can evaluate which grip was most effective. I can test wheel and axle mechanisms, identifying what stops the wheels from turning.	Cycle A 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. I can use the views of others to improve designs. I can test and modify the outcome, suggesting improvements. I can understand the purpose of exploded-diagrams through the eyes of a designer and their client. I can establish and use design criteria to help test and review dishes. I can describe the benefits of seasonal fruits and vegetables and the impact on the environment.	Cycle B I can evaluate an end product and think of other ways in which to create similar items. I can test a finished product, seeing whether it moves as planned and if not, explain why. I can evaluate a finished product and suggest improvements. I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients. I can evaluate and compare a range of food products. I can suggest modifications to a recipe (e.g. This biscuit has too many raisins, and it	Cycle A I can improve a design plan based on peer evaluation. I can test and adapt a design to improve it as it is developed. I can identify what makes a successful structure. I can evaluate the work of others and receive feedback on my own work. I can apply points of improvement to my toy. I can describe changes I would make/do if I were to do the project again. I can identify the nutritional differences between different products and recipes. I can identify and describe healthy benefits of food groups	Cycle B I can test and evaluate an end product and give points for further improvements. I can test my own and others finished products, identifying what went well and making suggestions for improvement. I can gather images and information about existing products. I can analyse a selection of existing products. I can evaluate a recipe, considering: taste, smell, texture and the origin of the food group. I can taste test and score final products. I can suggest and write points of improvements for my own product and the work of my peers.

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<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. 				is falling apart, so next time I will use less raisins).		I can evaluate health and safety in production to minimise cross contamination.
Explain, describe, test	Evaluate, test, suggest, describe	Reflect, evaluation, feedback, modify, identify	Describe, establish, purpose, test, modify, evaluate, comparison.	Modifications, evaluate, compare, describe, consider, planning.	Evaluate, file, test. 'Fit for purpose'	Feedback, evaluation, modify, modifications