

EYFS and KS1

Subject Area	EYFS	Year 1	Year 2
Designing		1. Draw a simple picture of intended designs with basic labelling	1. Produce a detailed, labelled drawing or model of products based on design criteria 2. Think of ideas and plan what to do next based upon
Making	ELG: To handle equipment and tools effectively, including pencils for writing ELG: To safely explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function	2. Select and explain why they have chosen a particular tool for a task 3. Select and explain their choice of materials with help 4. Explain how to keep safe during a practical task 5. Cut accurately and join appropriately	3. Use tools safely for cutting and joining materials and components 4. Choose appropriate materials and suggest ways to manipulate them to achieve a desired effect 5. Work safely and hygienically in construction and cooking activities
Evaluate		6. Describe how existing products work (e.g. the toy moves when the handle turns. 7. Discuss their own and others' work identifying strengths and weakness	6. Investigate a range of existing products and say what they are supposed to do 7. Explain how finished products meet their design criteria and say what they could do better in the future 8. Describe why a design, building, or designer is important
Technical knowledge	ELG: To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	8. Build simple structures, exploring how they can be made stronger, stiffer and more stable 9. Explore and use mechanisms, for example levers, sliders, wheels and axles, in a range of products	9. Build more complex structures, exploring how they can be made stronger, stiffer and more stable 10. Explore and use mechanisms, for example levers, sliders, wheels and axles, in a range of products
Cooking and Nutrition		10. Measure and weigh food items 11. Identify the main food groups, including fruit and vegetables	11. Cut, peel and chop a range of ingredients to make dishes from other countries 12. Recognise the need for a variety of food in our diet 13. Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants)

A Longleaze Learner...

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Design Technology Progression of Knowledge and Skills

KS2

Subject Area	Year 3	Year 4	Year 5	Year 6
Designing	1. Share ideas through words, sketches, and models 2. Recognise that designs have to meet a design criteria and a for a set audience 3. Start to identify step by step plans, identifying processes, equipment and materials needed.	1. Collect information from a number of different sources and use this to inform design ideas 2. Makes designs suit the design criteria and the audience 3. Make realistic step by step plans reflecting on designs as the product develops	1. Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling to plan designs 2. Begin to identify how their designs fit the design criteria and are suitable for their audience 3. To work from plans, modifying where appropriate	1. Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces 2. Identify how their designs fit the design criteria and are suitable for their audience 3. Check work as it develops and modify their approach in light of the process
Making	4. Select the appropriate tools and explain choices. 5. Plan which materials will be needed for a task and explain why 6. Follow health and safety rules 7. Measure and mark where to cut with an increasing accuracy 8. Join materials with a range of methods	4. Analyse the potential of a range of tools and use them with accuracy 5. Choose from a range of materials, showing an understanding of their different characteristics 6. Begin to identify and follow health and safety rules when working with tools, materials and substances 7. Cut shapes which have measured and marked safely with an increasing accuracy 8. Join materials with an increasing accuracy and discuss the appropriate method for the material and purpose	4. Name and select the appropriate tool for a task and use them with precision 5. Select and combine materials with precision 6. Demonstrate how to use tools safely. 7. Cut safely to a marked line with a range of tools 8. Join materials accurately and evaluate the appropriate method for the material and purpose	4. Use more complex tools with increasing accuracy 5. Choose the best materials for a task, showing an understanding of their working characteristics 6. Demonstrate how their products take into account the safety of the user 7. Cut accurately and safely with a range of tools 8. Join materials accurately using the most appropriate method for the materials and the purpose

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Design Technology Progression of Knowledge and Skills

Evaluate	9. Investigate the design features of familiar existing products 10. Suggest improvements to products made and describe how to implement them (taking the views of others' into account) 11. Explain the impact of a design or designer on design history and how this has shaped the world 12. Investigate and analyse a range of existing products 13. Evaluate their ideas and products against a design criteria and consider the views of others' to improve their work	9. Investigate and describe how a product is useful to the intended audience 10. Identify what has worked well and what could be improved with their designs 11. Explain how the design of products have changed over time	9. Investigate the design features of familiar existing products in the context of the culture or society it was designed or made 10. Test and evaluate products against a detailed design specification and make adaptations as they develop their product 11. Sequences development of design over time and describe how technology has influenced it	9. Explain the form and function of existing familiar products 10. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves or others 11. Describe how an individual in the field of design and technology has shaped the world.
Technical Knowledge	14. Understand how to strengthen, stiffen and reinforce more complex structures 15. Understand and use simple mechanical systems (for example: gears, pulleys, cams, levers and linkages). 16. Use basic electrical systems (cell, battery, bulb or buzzer) 17. Use computing programs to monitor and control products	12. Understand how to strengthen, stiffen and reinforce more complex structures 13. Understand and use simple mechanical systems (for example: gears, pulleys, cams, levers and linkages). 14. Use basic electrical systems (cell, battery, bulb or buzzer) 15. Use computing programs to monitor and control products	12. Apply my understanding of how to strengthen, stiffen and reinforce more complex structures 13. Understand and use mechanical systems in my products (for example: gears, pulleys, cams, levers and linkages). 14. Understand and use electrical systems in my products (for example: series circuits incorporating switches, bulbs, buzzers and motors) 15. Apply my understanding of computing to program, monitor and control my products	12. Apply my understanding of how to strengthen, stiffen and reinforce more complex structures 13. Understand and use mechanical systems in my products (for example: gears, pulleys, cams, levers and linkages). 14. Understand and use electrical systems in my products (for example: series circuits incorporating switches, bulbs, buzzers and motors) 15. Apply my understanding of computing to program, monitor and control my products
Cooking and Nutrition	16. Combine a variety of ingredients using a range of cooking techniques 17. Describe what a balanced diet is 18. Identify food which comes from the UK and other countries around the world	19. Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes 20. Make healthy eating choices and explain why 21. Explain some of the processes that food go through to preserve/make them more appealing	16. Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing) 17. Evaluate the meals and consider if they contribute towards a balance diet 18. Explain what times of year particular foods are in season	16. Use appropriate tools and equipment, weighing and measuring with scales 17. Plan how they can have a healthy/affordable diet 18. Explain how ingredients were grown, reared, caught and processed

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