

| Curriculum Area | EYFS | KS1 | | KS2 | | | |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Food from Around the World Bird Feeder Make a Vehicle | Sustainable Project Make a Toy Car Healthy Snack | Create a Habitat Food Investigation Make a Puppet | Design and Make a Salad Mechanical Device Money Pouch | Design and Make an Electrical Game Cook a Potato Interactive Exhibit | Soups and Stews F1 in Schools Project Moving Toys | Bridges Designer Investigation Food Project |
| | Expressive Arts and Design (Creating with Materials) <i>Experiment with colour, design, texture, form, and function.</i> I can design and discuss my ideas, thinking about colour, texture, form, and function. | I can design products that have a purpose. I can explain how their products will look and work through talking and simple annotated drawings. I can plan and test ideas and understand and follow simple design criteria. | I can use my knowledge of existing products and my own experience to help generate my ideas. I can design products that have a purpose and are aimed at an intended user. explain how their products will look and work through talking and simple annotated drawings. I can design models using simple computing software. I can plan and test ideas using templates and mock-ups; understand and follow simple design criteria. | I use my knowledge of existing products to help generate my ideas. I design products that have a clear purpose. I explain how particular parts of the products work. I use annotated sketches to develop and communicate my ideas. When designing, I explore different initial ideas before coming up with my final design. When planning, I start to explain my choice of materials and components. I can use computer-aided design to develop and communicate my ideas. I develop and follow simple design criteria. | I use my knowledge of a broad range of existing products to help generate my ideas. I design innovative and appealing products that have a clear purpose. I explain how particular parts of the products work. I use annotated sketches to develop and communicate my ideas. When designing, I explore different initial ideas before coming up with my final design. When planning, I start to explain my choice of materials and components. I can use computer-aided design to develop and communicate my ideas. I develop and follow simple design criteria. | I can identify design features of my products that will appeal to intended customers. I use my knowledge of a broad range of existing products to help generate my ideas. I design innovative and appealing products that have a clear purpose. I explain how particular parts of their products work. I use annotated sketches to develop and communicate my ideas. When designing, I explore different initial ideas before coming up with my final design. When planning, I start to explain my choice of materials and components. I can test ideas out through using prototypes. I can use computer-aided design to develop and communicate their ideas. I develop and follow simple design criteria. | I can identify design features of my products that will appeal to intended customers. I use my knowledge of a broad range of existing products to help generate my ideas. I design innovative and appealing products that have a clear purpose and are aimed at a specific user. I explain how particular parts of their products work. I use annotated sketches and cross-sectional drawings to develop and communicate my ideas. When designing, I explore different initial ideas before coming up with my final design. When planning, I start to explain my choice of materials and components including function and aesthetics. I can test ideas out through using prototypes. I can use computer-aided design to develop and communicate their ideas. I develop and follow simple design criteria. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Make</p> | <p>Expressive Arts and Design (Creating with Materials) <i>Safely use and explore a variety of materials, tools, and techniques.</i></p> <p>I can use tools such as: pencils, scissors, hole punch, Sellotape, tweezers, and playdough cutters safely and with control.</p> | <p>I can follow a simple plan or recipe.</p> <p>I can begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, juicer.</p> <p>I can select from a range of materials, textiles, and components.</p> <p>I can learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can use a range of materials and components, including textiles and food ingredients.</p> <p>I can measure and mark out.</p> <p>I can cut, shape and score materials with some accuracy.</p> <p>I can cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups.</p> | <p>I can follow a simple plan or recipe.</p> <p>I can begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer.</p> <p>I can select from a range of materials, textiles, and components according to their characteristics.</p> <p>I can learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can use a range of materials and components, including textiles and food ingredients.</p> <p>I can measure and mark out.</p> <p>I can cut, shape and score materials with some accuracy.</p> <p>I can assemble, join, and combine materials, components, or ingredients.</p> <p>I can demonstrate how to cut, shape, and join fabric to make a simple product.</p> <p>I can manipulate fabrics in simple ways to create the desired effect.</p> <p>I can use a basic running stitch.</p> <p>I can cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups.</p> <p>I can begin to use simple finishing techniques to improve the appearance of my product, such as adding simple decorations.</p> | <p>I can carefully select from a range of tools and equipment.</p> <p>I can select from a range of materials and components.</p> <p>I can place the main stages of making in a systematic order.</p> <p>I can learn to use a range of tools and equipment safely and learn to follow hygiene procedures.</p> <p>I can use a wider range of materials and components, including construction materials and kits and textiles.</p> <p>I can measure and mark out to the nearest cm and millimetre.</p> <p>I can cut, shape and score materials with some degree of accuracy.</p> <p>I can assemble, join, and combine material and components.</p> | <p>With growing confidence, I can carefully select from a range of tools and equipment, explaining my choices.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can place the main stages of making in a systematic order.</p> <p>I can learn to use a range of tools and equipment safely, appropriately, and accurately and learn to follow hygiene procedures.</p> <p>I can use a wider range of materials and components, including construction materials and kits, textiles, and mechanical and electrical components.</p> <p>I can measure and mark out to the nearest cm and millimetre.</p> <p>I can cut, shape and score materials with some degree of accuracy.</p> <p>I can assemble, join and combine material and components with some degree of accuracy.</p> | <p>I can independently plan by suggesting what to do next.</p> <p>I can select from a wide range of tools and equipment.</p> <p>I can select from a range of materials and components.</p> <p>I can create step-by-step plans as a guide to making.</p> <p>I can learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can independently take exact measurements and mark out, to within 1 millimetre.</p> <p>I can use a full range of materials and components, including construction materials and kits, textiles, and mechanical components.</p> <p>I can cut a range of materials with precision and accuracy.</p> <p>I can assemble, join, and combine materials and components with accuracy;</p> | <p>I can independently plan by suggesting what to do next.</p> <p>I can select from a wide range of tools and equipment, explaining my choices.</p> <p>I can select from a range of materials and components according to their functional properties.</p> <p>I can create step-by-step plans as a guide to making.</p> <p>I can learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can independently take exact measurements and mark out, to within 1 millimetre.</p> <p>I can use a full range of materials and components, including construction materials and kits, textiles, and mechanical components.</p> <p>I can cut a range of materials with precision and accuracy.</p> <p>I can shape and score materials with precision and accuracy.</p> <p>I can assemble, join, and combine materials and components with accuracy.</p> <p>I can join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch.</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center; font-size: 2em; font-weight: bold;">Evaluate</p> | <p>Communication and Language (Listening, Attention and Understanding): <i>They answer How and Why questions about their experiences and in response to events.</i></p> <p>I can discuss and explain my process whilst making, commenting on what worked, and what didn't.</p> | <p>I can explore existing products mainly through discussions. I can explain positives and things to improve for existing products. I can explore what materials products are made from. I can talk about my design ideas and what I am making. I can evaluate my products and ideas against my simple design criteria.</p> | <p>I can explore and evaluate existing products mainly through discussions. I can explain positives and things to improve for existing products. I can explore what materials products are made from. I can talk about my design ideas and what I am making. I can evaluate my products and ideas against my simple design criteria.</p> | <p>I can explore and evaluate existing products, explaining the purpose of the product. I can explore what materials/ingredients products are made from. I can consider my design criteria as I make progress and am willing to alter my plans, sometimes considering the views of others. I can evaluate my product against my original design criteria. I can evaluate the key events, and designs of individuals in design and technology that have helped shape the world.</p> | <p>I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. I can explore what materials/ingredients products are made from and suggest reasons for this. I can consider my design criteria as I make progress and am willing to alter my plans, sometimes considering the views of others. I can evaluate my product against my original design criteria. I can evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> | <p>I can complete a competitor analysis of other products on the market. I can critically evaluate the quality of design, manufacture, and fitness for purpose of products as I design and make. I can evaluate my ideas and products against the original design criteria.</p> | <p>I can complete detailed competitor analysis of other products on the market. I can critically evaluate the quality of design, manufacture, and fitness for purpose of products as I design and make. I can evaluate my ideas and products against the original design criteria, making changes as needed.</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technical Knowledge</p> | <p>Expressive Arts and Design (Creating with Materials) Share their creations, explain the process they have used.</p> <p>I can talk about what I needed to know and what I needed when I made my creation.</p> | <p>I can build simple structures, exploring how they can be made stronger.</p> <p>I can talk about and start to understand the simple working characteristics of materials.</p> <p>I can explore and create products using mechanisms, such as levers, sliders, and wheels.</p> | <p>I can build simple structures, exploring how they can be made stronger, stiffer, and more stable.</p> <p>I can talk about and start to understand the simple working characteristics of materials and components.</p> <p>I can explore and create products using mechanisms, such as levers, sliders and wheels.</p> | <p>I can apply my understanding of how to strengthen, stiffen and reinforce structures in order to create more useful characteristics of products.</p> <p>I can understand and demonstrate how mechanical and electrical systems have an input and output process.</p> <p>I can make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p> <p>I can use mechanical systems in their products.</p> | <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>I can understand and demonstrate how mechanical and electrical systems have an input and output process.</p> <p>I can make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p> <p>I can use mechanical systems in their products.</p> | <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>I can understand and demonstrate how mechanical and electrical systems have an input and output process.</p> <p>I can make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p> <p>I can use mechanical systems in their products.</p> <p>I can apply my understanding of computing to program a product.</p> | <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>I can understand and demonstrate how mechanical and electrical systems have an input and output process.</p> <p>I can make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p> <p>I can use mechanical systems in their products.</p> <p>I can apply my understanding of computing to program, monitor and control a product.</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cooking and Nutrition</p> | <p>Personal, Social and Emotional Development (Managing Self) <i>Children know the importance of a healthy food choices.</i></p> <p>I can name healthy and unhealthy food and understand their importance.</p> | <p>I understand that all food comes from plants or animals.</p> <p>I understand that food has to be farmed, grown elsewhere (e.g., home) or caught.</p> <p>I can name and sort foods into the five groups.</p> <p>I understand that everyone should eat at least five portions of fruit and vegetables every day.</p> | <p>I can explain where in the world different foods originate from.</p> <p>I understand that all food comes from plants or animals.</p> <p>I understand that food has to be farmed, grown elsewhere (e.g., home) or caught.</p> <p>I can name and sort foods into the five groups.</p> <p>I understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why.</p> | <p>I know when, where and how food is grown (such as herbs, tomatoes, and strawberries) in the UK, Europe, and the wider world.</p> <p>I understand how to prepare and cook savoury dishes safely and hygienically.</p> <p>I can use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading, and baking.</p> <p>I can explain that a healthy diet is made up of a variety and balance of different food and drink.</p> <p>I can prepare ingredients using appropriate cooking utensils.</p> <p>I can measure and weigh ingredients to the nearest gram and millilitre.</p> | <p>I know when, where and how food is grown (such as herbs, tomatoes, and strawberries) in the UK, Europe, and the wider world.</p> <p>I understand how to prepare and cook a variety of savoury dishes safely and hygienically.</p> <p>I can, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven.</p> <p>I can use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading, and baking.</p> <p>I can explain that a healthy diet is made up of a variety and balance of different food and drink.</p> <p>I can prepare ingredients using appropriate cooking utensils.</p> <p>I can measure and weigh ingredients to the nearest gram and millilitre.</p> | <p>I can give examples of food that is grown (such as pears, wheat, and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe, and the wider world.</p> <p>I can demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can demonstrate how to use a range of cooking techniques.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>I am beginning to follow a recipe.</p> | <p>I can explain and give examples of food that is grown (such as pears, wheat, and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe, and the wider world.</p> <p>I can demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying, and boiling.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>I can independently follow a recipe.</p> |
| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p> | <p>Picture Drawing Change Tools Materials Use Improve Technology Food Meal Healthy Snack</p> | <p>Design Evaluate Make Appearance Texture Odour Taste Levers Pivots Springs Hinges</p> | <p>Analyse Design Make Evaluate Needles Yarn Decoration Detail Seam Stitch Thread Quality Strengthen Reflective Symmetry Template Standard Unit</p> | <p>Decoration Quality Component Parts Purpose Layering Stable Free-Standing Stiffen Sturdy Reinforce 5-a-day Slice Originate</p> | <p>Pop-Up Mechanism Finish Join Stabilise Box fold Wheel Mechanism Slide Mechanism Cross Stitch Over Stitch</p> | <p>Ingredients Seasonal Equipment Hygiene Safety Target Audience Evaluation Pulley Lever Axel Wheel Chassis Body Mechanism Friction</p> |

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| DT Projects | <p>AUTUMN Food from Around the World - Complete a series of investigative tasks to explore different healthy foods. (Cooking and Nutrition)</p> <p>SPRING Bird Feeder - Design and make a bird feeder for the birds in the forest school area.</p> <p>SUMMER Make a Vehicle - Design and make a vehicle that could travel by land, sea, or air.</p> | <p>AUTUMN Sustainable Project - Design and make a Christmas decoration using recycled materials.</p> <p>SPRING Make a Toy - Design and make a moving toy using wheels, axles, structures, and animated parts.</p> <p>SUMMER Healthy Snack - Research, design and make a healthy snack or a banquet. (Cooking and Nutrition)</p> | <p>AUTUMN Create a Habitat - Design and make a range of habitats out of a range of materials, using different joining techniques.</p> <p>SPRING Food Investigation Research food that astronauts eat; how do you get your 5 a day in space? (Cooking and Nutrition)</p> <p>SUMMER Make a Puppet - Design and make a puppet for the Exotic Zoo Gift Shop</p> | <p>AUTUMN Make a Salad - Research, design and make salads from around Europe. (Cooking and Nutrition)</p> <p>SPRING Mechanical Device - Design and make a mechanical device to support in moving materials.</p> <p>SUMMER Money Pouch - Design and make a pouch that can hold money safely.</p> | <p>AUTUMN Make an Electrical Board Game - Designing and making a board game using simple circuits and structure.</p> <p>SPRING Cook a Potato - Exploring the different ways of cooking a potato (bake, grill, fry, boil, steam, open fire) (Cooking and Nutrition)</p> <p>SUMMER Interactive Exhibit - Using levers, sliders and linkage design and create an interactive museum exhibit (display) to educate the general public about the Saxons.</p> | <p>AUTUMN Banquet - Design and make a soup or a stew. (Cooking and Nutrition)</p> <p>SPRING F1 in Schools Project - Design and make an F1 Race Car as a part of the national competition.</p> <p>SUMMER Moving Toys - Design and make a mechanical toy using electrics.</p> | <p>AUTUMN Bridges - Design and make a bridge.</p> <p>SPRING Investigation - Investigate a range of key designers from around the world.</p> <p>SUMMER Food Project - Designing food for people with dietary needs (cultural or choice) Investigate or make. (Cooking and Nutrition)</p> |
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Apley Wood Primary School
Design & Technology Whole School Progression
Substantive (Skills) and Disciplinary (Knowledge)

Key

Substantive - Skills

Disciplinary - Knowledge