Codicote C of E Primary School

Progression for teaching Design and Technology

Early Years Foundation Stage (EYFS)
Focus: Exploring materials, making simple constructions, and using imagination. • Explore and use different materials, tools, and techniques safely. • Join materials (e.g. glue, tape) to create simple models. • Design and make things for a purpose (e.g. build a house for a toy). • Talk about what they made and what they might change next time. • Use construction kits and junk modelling to represent ideas.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Focus: Simple designing, making and evaluating. Developing practical skills. <u>Designing –</u> • Design purposeful, functional and appealing products for themselves and others. • Generate and communicate ideas through talking, drawing, templates and mock-ups. <u>Making –</u> • Select from a range of materials and components (textiles, construction, ingredients). • Begin to use tools safely (scissors, hole punch, etc). • Measure, cut and join, and combine materials. <u>Evaluating –</u> • Explore and evaluate existing products. • Evaluate their ideas and finished	**Focus: Greater independence in design and refinement.** <u>Designing –</u> • Research existing products and users' needs. • Generate, develop and communicate ideas through annotated sketches and prototypes. <u>Making –</u> • Select appropriate tools, equipment and materials. • Measure, mark out, cut, shape and join with increasing accuracy. • Use mechanical systems (levers, linkages, pulleys and gears). • Use electrical systems in products (simple circuits, switches) • Prepare and cook a variety of savoury dishes. <u>Evaluating –</u>	**Focus: Applying a full design process with technical understanding** <u>Designing –</u> • Use research to inform design criteria that meet a specific need. • Generate, develop, model and communicate ideas through diagrams, prototypes, and CAD (if available) <u>Making –</u> • Select and use a wide range of materials, tools and techniques with accuracy. • Incorporate mechanical, electrical, or structural systems into designs. • Apply knowledge of computing to control products (e.g. simple programming). <u>Evaluating –</u> • Evaluate their products and the work of others critically. • Understand key designers, inventors, and engineers, and how their work influences

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	products against design criteria **Technical Knowledge** • Learn how to make structures stronger, stiffer, and more stable. • Explore simple mechanisms (levers, sliders, wheels, axles).	• Investigate how existing product works • Evaluate their ideas and products against their design criteria and others' feedback. **Technical Knowledge** • Apply understanding of mechanical and electrical systems. • Understand how to strengthen and reinforce structures.	ideas. **Technical Knowledge** • Apply understanding of how to reinforce and join materials effectively. • Use mechanical and electrical systems with control.

Progression of Skills in Food Technology

Early Years Foundation Stage (EYFS)
• Begin to understand some food preparation tools, techniques and processes • Practice stirring, mixing, pouring • Discuss how to make an activity safe and hygienic • Discuss use of senses • Understand need for variety in food • Begin to understand that eating well contributes to good health

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Year 1 • Describe textures • Wash hands & clean surfaces • Think of interesting ways to decorate food • Say where some foods come from, (e.g. plant or animal) • Describe differences between some food groups (e.g. sweet, vegetable) • Discuss how fruit and vegetables are healthy • Cut, peel and grate safely, with support	**Year 3** • Carefully select ingredients • Use equipment safely • Make product look attractive • Think about how to grow plants to use in cooking • Begin to understand food comes from UK and wider world • Describe how healthy diet = variety/balance of food/drinks • Explain how food and drink are needed for active/healthy bodies.	**Year 5** • Explain how to be safe / hygienic and follow own guidelines • Present product well - interesting, attractive, fit for purpose • Begin to understand seasonality of foods • Understand food can be grown, reared or caught in the UK and the wider world • Describe how recipes can be adapted to change appearance, taste, texture, aroma • Explain how there are different substances in food / drink needed for health

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		• Prepare and cook some dishes safely and hygienically • Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading	• Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source • Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
	<u>Year 2</u> • Explain hygiene and how to keep a hygienic kitchen • Describe properties of ingredients and importance of varied diet • Say where food comes from *(animal, underground etc.)* • Describe how food is farmed, home-grown, caught • Draw Eat Well plate; explain there are groups of food • Describe "five a day" • Cut, peel and grate with increasing confidence	**<u>Year 4</u>** • Explain how to be safe/hygienic • Think about presenting product in interesting/ attractive ways • Understand ingredients can be fresh, pre-cooked or processed • Begin to understand about food being grown, reared or caught in the UK or wider world • Describe Eat Well plate and how a healthy diet=variety/ balance of food and drinks • Explain importance of food and drink for active, healthy bodies • Prepare and cook some dishes safely and hygienically	**<u>Year 6</u>** • Understand a recipe can be adapted by adding / substituting ingredients • Explain seasonality of foods • Learn about food processing methods • Name some types of food that are grown, reared or caught in the UK or wider world • Adapt recipes to change appearance, taste, texture or aroma • Describe some of the different substances in food and drink, and how they can affect health • Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source • Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.