Design and Technology at Orleton Primary School

Using creativity and imagination, pupils design and make products that solve real problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world.

CUMULATIVE PROGRESSION – Pupils' learning from previous years should be revisited in teachers' planning and practice and progressively used in subsequent years.

| | Cooking and Nutrition Understand and apply the principles of nutrition and learn how to cook | Design: Developing, Planning and Communicating Ideas | | Make Work with tools, equipment, materials and components to make | Evaluate Evaluate processes and products | Technical Knowledge Develop technical expertise and knowledge |
|---|--|--|--|--|---|---|
| | | Understand context, users and purpose | Generate, develop, model and communicate ideas | quality products | | |
| R | The child tastes a range of different foods and identifies different tastes/smells/textures. The child knows that all food comes from plants and animals. The child begins to work safely and hygienically. The child weighs and measures using non- | The child works confidently with a story-based context for their product. The child states what product they are designing and who for. | The child develops and communicates ideas by drawing and talking. The child selects materials from a limited range that will meet a simple design criterion e.g. shiny. The child discusses their work as it progresses. | The child begins to create their design using basic techniques. The child starts to build structures, joining components together. The child begins to use scissors. The child uses adhesives to join material. | The child identifies whether their construction is fit for purpose. The child says what they like and do not like about items they have made and attempt to say why. The child begins to talk about their designs as they develop and identify good and bad points. | The child chooses materials for a purpose. Eg. 'This tower needs to be strong for Teddy so I will use big sticks, not small ones." The child selects and names the tools needed to work with the materials e.g. scissors for paper. |

| 1 | statutory measures. Eg. spoons/cups. The child stirs, spreads and kneads to shape a range of foods. The child knows that everyone should eat at least | The child uses knowledge of | The child describes what and who their products are for. | The child begins to make | The child starts to talk about changes made during the making process. The child starts to evaluate | The child begins to build |
|---|--|--|--|--|--|---|
| | everyone should eat at least 5 portions of fruit and vegetables every day. The child begins to explore the understanding that food has to be farmed, grown elsewhere (eg. home) or caught. The child knows that all food must be farmed, grown elsewhere (including at school), or caught The child starts to understand how to name and sort foods into the 'Eatwell plate'. The child learns how to use simple techniques of cutting/peeling/chopping safely to make food. The child knows how to prepare simple dishes safely and hygienically, without using a heat source. | existing products to help create their own ideas. The child begins to draw on own experience to help generate ideas. The child starts to suggest ideas and explains what they are going to do. The child can identify a target group for what they intend to design and make based on design criteria. | who their products are for. The child explains how their products will work. The child begins to develop their ideas through talk and drawings. The child makes templates and mock-ups of their ideas in card and paper. | their design using appropriate techniques. With help, the child measures, marks out, cuts and shapes a range of materials. The child explores using tools e.g. scissors safely. The child begins to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. The child begins to use simple finishing techniques to improve the appearance of their product. | their product by discussing how well it works in relation to the purpose (design criteria). The child begins to evaluate their products as they are developed, identifying strengths and possible changes they might make. | structures, exploring how they can be made stronger, stiffer and more stable. The child explores and uses mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| 2 | The child begins to understand that all food comes from plants or animals. The child knows how to sort food into the five groups on the "Eatwell plate'. The child learns how to use simple techniques such as peeling and grating safely to make food. The child knows how to prepare simple dishes safely and hygienically, without using a heat source. | The child identifies a purpose for what they intend to design and make. They say how they will make their products suitable for their intended users. The child uses simple design criteria to help develop their ideas. The child can identify a target group for what they intend to design and make based on a design criteria. | The child begins to develop their design ideas through discussion, observation, drawing and modelling. The child models ideas by exploring materials, by making templates and mock- ups. | The child, with help, measures, cuts and scores with some accuracy. The child learns to use hand tools safely and appropriately. The child starts to assemble, join and combine materials in order to make a product. The child demonstrates how to cut, shape and join fabric to make a simple product. The child uses basic sewing techniques. The child starts to choose and use appropriate | The child evaluates their work against their design criteria. They look at a range of existing products explain what they like and dislike about products and why. The child starts to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence, the child talks about their ideas, saying what they like and dislike about them. | The child builds structures, exploring how they can be made stronger, stiffer and more stable. The child begins to select tools and materials; use correct vocabulary to name and describe them. |

| | | | | finishing techniques based on own ideas. | | |
|--|---|---|---|---|---|--|
| KS2 including direct reference to | Cooking and Nutrition Understand and apply the principles of nutrition and learn how to cook | Design: Developing, Planning and Communicating Ideas | | Make Working with tools, equipment, materials and | Evaluate Evaluating processes and products | Technical Knowledge Develop technical |
| national curriculum aims | | Understand context, users and purpose | Generate, develop, model and communicate ideas | components to make quality products | | expertise and knowledge |
| 3 | The child begins to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. The child understands how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. The child begins to understand how to use a range of techniques such as peeling, chopping, slicing, mixing. The child starts to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' The child begins to know that to be active and healthy, food and drink are needed to provide energy for the body. | The child gathers information about the needs and wants of particular individuals and groups. The child understands how well products have been designed, made, what materials have been used and the construction technique. The child learns about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. | The child, with growing confidence, generates ideas for an item, considering its purpose and the user/s. The child can explain how particular parts of their products work. The child starts to order the main stages of making a product. The child identifies a purpose and establishes criteria for a successful product. The child knows to make drawings with labels when designing. | The child selects a wider range of tools and techniques for making their product i.e. construction materials, textiles, food ingredients, mechanical components The child explains their choice of tools and equipment component in relation to the skills and techniques they will be using. The child measures, marks out, cuts, scores and assembles components with more accuracy. The child starts to work safely and accurately with a range of simple tools. The child starts to measure, tape or pin, cut and join fabric with some accuracy. | The child starts to think about their ideas as they make progress and is willing to change things if this helps them to improve their work. The child starts to evaluate their product against original design criteria e.g. how well it meets its intended purpose. The child begins to disassemble and evaluate familiar products and consider the views of others to improve them. | The child can explain how particular parts of their products work. The child can explain their choice of materials and components including function and aesthetics. The child starts to understand whether products can be recycled or reused. The child starts to understand that mechanical systems such as levers and pulleys and cams create movement. |

| 4 | The child understands that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.The child understands how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.The child knows how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. The child knows that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' | The child develops their own design criteria and uses these to inform their ideas. The child can indicate the design features of their products that will appeal to intended users. The child identifies the strengths and areas for development in their ideas and products. When planning, the child considers the views of others, including intended users, to improve their work. The child learns about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. | The child confidently makes labelled drawings from different views showing specific features. The child develops a clear idea of what has to be done, plans how to use materials, equipment and processes, and suggests alternative methods of making, if the first attempts fail. | The child selects a wider range of tools and techniques for making their product safely. The child knows how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. The child begins to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. | The child evaluates their products, carrying out appropriate tests, both during and at the end of the assignment. The child is able to disassemble and evaluate familiar products and consider the views of others to improve them. The child evaluates the key designs of individuals in design and technology and how it has helped shape the world. | When planning the child explains their choice of materials and components according to function and aesthetic. The child starts to understand that electrical systems have an input, process and output. The child knows how simple electrical circuits and components can be used to create functional products. The child understands how to reinforce and strengthen a 3D framework. |
|---|--|---|--|--|---|--|
| 5 | The child begins to understand that seasons may affect the food available. The child understands how food is processed into ingredients that can be eaten or used in cooking. The child begins to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. | The child works confidently in wider contexts. The child carries out research using surveys to gather information about user needs. The child begins to use research and develops design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. | The child starts to generate develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and CAD. The child draws up a specification for their design- link with Mathematics and Science. | With growing confidence, the child applies a range of finishing techniques, including those from art and design. The child selects appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. The child selects from and uses a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | The child starts to evaluate a product against the original design specification and by carrying out tests. The child evaluates their work both during and at the end of the assignment. The child begins to seek evaluation from others. The child evaluates the key designs of individuals in design and technology and how it has helped shape the world. | The child starts to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. With growing confidence, the child selects appropriate materials, tools and techniques. The child understands how mechanical systems such as cams or pulleys or gears create movement. |

| 6 The child understands that seasons may affect the food available. The child works confidently in the child are needed for health. The child demonstrates how to use season available. The child confidently selects appropriate tools, materials, tools and equiporties tools continued setteries, around the child area season and develops and accurately. The child demonstrates how to use sthem safely and accurately. The child available and innovative, for the child available and innovative, posts and the child available and innovative, appropriate, the child available and indiverse available. The child available and innovative, the child available and innovative, appropriate, the child available and innovative, aparteriat, toots and tavailable and innovative, aparteriat, toots | | | 1 | | | | |
|--|---|--------------------------------|---------------------------|---------------------------------|-------------------------------|--------------------------------|-------------------------------|
| 6 The child understands that seasons may affect the food available. The child works confidently in vider contexts. The child demonstrates to available. The child works confidently in vider contexts. The child arcs to gather information about spreager and cook avairely a module. The child works confidently in vider contexts. The child arcs to gather information about spreager and cook avairely a products table. The child works confidently in vider contexts. The child arcs to gather information about spreager and cook avairely of pregare and cook avairely of pregare and cook avairely of pregare and cook avairely of products table. The child works confidently in vider contexts. The child develops through discussion, anotated setches, cross- the child works how to pregare and cook avairely of pregare and cook avairely of pregare and cook avairely of products that are fit for purpose. The child develops the child avaires to the design of invorvite, functional, appealing products that are fit for purpose. The child avaires to the child accurately. The child accurately applica techniques. The child acass to appropriate tests: The child accurately applica techniques. The child acass to the child accurately applica techniques. The child acass to the child acass their appropriate tests: The child acass their area and design. The child accurately applica techniques, including those from at and design. The child acoust using definitions techniques. The child acoust using definitions the available. The child acoust the product using area of equipment including (TC. The child acoust using definitions techniques. The child acoust the product using area of equipment including (TC. The child acoust using area of equipment and compore ana computer to montor chapes in the envisonment and compo | | | | | The child begins to measure | | |
| 6The child understands that a available. The child works confidently in wider contexts. The child generates, available. The child understands how a valiable. The child works confidently in wider contexts. The child generates, develops, models and communicates their ideas through discussion, and user the same of prepare and cook a wareity of generates and hygiencially including, where appropriate, the use of a bestore. The child understands that different tools and develops the child understands that different food and drink contain different subtances - nutrient, ware and thre- products to are fit for parperse.The child demonstrates sout to use setting appropriate tools, materials develops and uses them safely and accurately.The child demonstrates accurately.The child demonstrates accurately.The child demonstrates accurately.6The child source set of prepare and cook a wriety of prepare and cook a wriety of functional, appealing products that ere the products that ere the products that ere the the child understands that different food and drink contain different subtances - nutrients, ware and fibre- nutrients, war | | | | | | | |
| 6 The child understands that seasons may affect the food available. The child denorstands middle contexts. The child denorstands in wider contexts. The child denorstands in wider contexts. The child denorstands middle contexts. The child denorstands middle contexts. The child denorstands in wider contexts. The child denorstands in wider contexts. The child contexts. The | | | | | , | | |
| 6 The child understands that seasons may affect the food available. The child works confidently in wider contexts. develops, models and the child confidently selects appropriate tools, materials, communicates their ideas through discussion, prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source. The child works confidently in wider contexts. The child generates, develops, models and the research using surveys to gather information about user needs. The child starts to understands how research and develops. The child scale through discussion, prepare and cook a variety of diagrams, prototypes, patter moleces and CAD. The child seasonbles communicates their ideas through discussion, prepare and cook a variety of diagrams, prototypes, patter informatics and specification for their design. The child selects appropriate techniques. The child accurately, and uses them safely and uses them approducts their evaluators using drawing and user techniques. The child accurately and improve the appropriate tests. The child acousticates their and improve the appearance of their product using arriage of finishing techniques, including those frage of insthem and improve the appearance or other products using arriange of finishing tereat functional products and com | | | | | | | |
| 6 The child understands that seasons may affect the food available. The child works confidently in wider contexts. The child carries out research is gurveys to guther information about ingredients that can be east or used in cooking. The child develops in or used in cooking. The child develops in prepare and cook a variety of guther information about ingredients that can be east or used in cooking. The child develops in prepare and cook a variety of guther information about instraits a to the cate. The child develops in prepare and cook a variety of guther information about instraits about instraits about instraits about design of innovative, functional, appealing products that are fit for purpose. The child generates, develops, sectional and exploded diagrams, prototypes, pattern pieces and CAD. The child darws up a specification for their design inst with Mathematics and to child arms to make and theread disps asfely and sectication and exploded diagrams, prototypes, pattern pieces and CAD. The child darws up a specification for their design inst with Mathematics and techniques. The child developsents working models. The child avaluates their work, during, and at the end to achieve a quality product. The child developsents to achieve a quality product. The child developsents to achieve a quality product. The child developsents to achieve a guality product. The child developsents to achieve a quality product. The child developsents to achieve a guality product. The child developsents to achieve a guality product. The child developsents to achieve a properate a range of finishing techniques. The child accurately, with habels. The child accurately applies to active the appearance from art and design. The child constructs products using parenter that are needed for health. The child constructs in the child accurately applies to child constructs in the child accurately applies to the product usi | | | | | 5 | | |
| 6 The child understands that seasons may affect the food available. The child owners confidently in wider contexts. The child carries out gather information about ingredients that can be eaten or used in cooking. The child seasons hav food is processed into gather information about prepare and cook a variety of prepare and cook a variety of individue, where appropriate, the use of a heat source. The child understands that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. The child season able. The child season able. The child season able. The child starts to understand how much gather information diagrams, prototypes, sectional and exploded diagrams, prototypes, sectional and exploded in be child accurately, applies netwith adherematic store. The child understands that different substances - nutrients, water and fibre - that are needed for health. The child accurately appropriate test. The child understands that different substances - nutrients, water and fibre - that are needed for health. The child sects appropriate materials together to create a range of finishing techniques. The child evaluates their a range of finishing techniques. The child evaluates their a range of finishing techniques. The child evaluates their a range of finishing techniques. | | | | | | | |
| 6 The child understands that seasons may affect the food available. The child works confidently in wider contexts. The child carries out research using surveys to greater information about ungredient shat can be eaten or used in cooking. The child hows how to greater indowing. The child works confidently in wider contexts. The child carries out research and develops, models and communicates their ingredient shat can be eaten or used in cooking. The child hows how to greater indowing. The child begins to use research and develops including, where appropriate took avariety of greater indowing. The child derstands that different substances - nutrients, water and fibre - that are needed for health. The child works confidently in with water substances - nutrients, water and fibre - that are needed for health. The child works confidently in with water substances - nutrients, water and fibre - that are needed for health. The child works confidently in with water substances - nutrients, water and fibre - that are needed for health. The child works confidently in with water substances - nutrients, water and fibre - that are needed for health. The child works confidently in works during apperaines purpose. The child carries out greater is ubstances - nutrients, water and fibre - that are needed for health. The child works confidently in with water substances - nutrients, water and fibre - that are needed for health. The child works confidently in works during apperaines purpose. The child works confidently in works during apperaines purpose. The child works confidently in works during apperaines product same period in works during apperaines purpose. The child works confidently in works during apperaines product same period in works during apperaines product same period in works during apperaines product same period in works | | | | | | | |
| 6 The child understands that seasons may affect the food available. The child works confidently under contexts. The child generates, develops, models and components and techniques. The child demonstrates appropriate tools, materials, components to make and cost avarlety. The child demonstrates appropriate tools, materials, components to make accurately. The child demonstrates appropriate tools, materials, components to make and cost avarlety of begins criteria to inform the design or linevative design or linevative products hat are fit for purpose. The child demonstrates appropriate to achieve a quality product. The child accurately working models. The child demonstrates appropriate tests. The child demonstrates appropriate tests. The child accurately appropriate tests. 1 The child accurately apples a range of finishing techniques. 1 The child accurately apples a range of finishing techniques. The child accurately apples a range of finishing techniques. The child accurately apples a range of finishing techniques. The child accurately approces and the apropoce and anot materials toge | | | | | | | |
| seasons may affect the food available. The child understands how food is processed into ingredients that can be ease or used in cooking. The child carries out research using surveys to gather information about user needs. The child begins to use research and develops, prepare and cook a variety of predominantly savoury dishes safely and hygiencially including, where appropriate, the use of a heat source. The child understands that different substances - nutrients, water and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and fibre – that are needed for health. The child save and techniques. The child save and techning techn | | | | | / | | |
| available. The child arries out food is processed into or used in cooking. The child begins to use predeminanty savurey, dishes safely and hygienically including, where appropriate, thue of a heat source.The child devine source distribution the child arries out the child selects appropriate the child selects appropriate materials, tools and techniques.The child techniques, tooking, and at the techniques, tooking, and at their original criteria and suggests ways the child cevaluates their products using permanent joining techniques.The child and techniques, the child and techniques, and uses them safely and accordia their product.The child and techniques, the child and techniques, the child and techniques, to appropriate tests. The child and techniques, the child and techniques.The child and techniques, the child and techniques, to appropriate tests. The child and techniques.The child and techniques, the child accurately applica to appropriate tests. Th | 6 | | ' | | - | | |
| The child understands how food is processed into ingredients that can be eaten or used in cooking. The child knows how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including, where appropriate, the use of a heat source.research and geveloped to including the end to including the end to oncluding.research and geveloped to including the end to including the end to including the end to including the end to including the end to end to achieve a quality product.The child and explored the child accurately applica to accurately appli | | - | | • | | | |
| food is processed into ingredients that can be eaten or used in cooking. The child works how to prepare and cook a variety of disign of innovative, functional, appealing including, where heat source. The child understands that different substances - nutrients, water and fibre - that are needed for health.gather information about user needs. The child set source. The child onderstands that different substances - nutrients, water and fibre - that are needed for health.gather information about user needs. The child set source. The child set source. The child set source. The child set source. The child source is a performation about that are needed for health.annotated skatches, cross- sectification for their design. The child assembles corponents to notation specification for their design. The child section specification for their design. The child constructs products that are fifter that are needed for health.annotated skatches, cross- sectification for their design. The child constructs a product.annotated skatches, cross- sectification for their design. The child constructs product suing permanent joining techniques.annotated skatches, cross- components to make and to achieve a quality product.annotated skatches, cross- techild assembles components to make and to achieve a quality product.products identifying to achieve a quality product.the child assembles out appropriate tests. The child constructs product suing permanent joining techniques.products, identifying to achieve a quality product.the child assembles to achieve a quality product.the child assembles to achieve a quality product.the child assembles to achieve a quality product.the child assembles <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> | | | | | | | |
| ingredients that can be eaten or used in cooking. The child knows how to prepare and cook a variety of prepare and cook a variety of predominantly savoury dishes safely and hygienvally including, where appropriate, the use of a heat source. The child ouderstands that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.uses needs. uses and substances – nutrients, water and fibre – that are needed for health.uses needs. uses and substances – nutrients, water and fibre – that are needed for health.sectional and exploded diagrams, prototypes, pattern pieces and CAD. The child draws up a specification for their design materials, tools and techniques.The child assembles components to make and to achieve a quality product. With confidence, the child pins, sews and stitches materials, tools and techniques.Strengths and areas for development, and carrying out appropriate tests. The child advatus up a specification for their design. The child draws up a specification for their design. The child draws up a specification for their design. The child accurately applies a range of finishing techniques.Strengths and areas for development, and carrying out appropriate tests. The child advatus up a to achieve a quality product. The child accurately applies a range of finishing techniques.The child assembles components and base to achieve a quality product. The child accurately applies a range of finishing techniques.The child cavelutes <br< th=""><th></th><th></th><th></th><th>_</th><th></th><th></th><th></th></br<> | | | | _ | | | |
| or used in cooking. The child knows how to prepare and cook a variety of picformiantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. The child understands that different food and drink contain different usbances - nutrients, water and fibre- that are needed for health.The child begins to use research and develops design or timera to inform the design or timera to inform the specification for their design. The child draws up a specification for their design. Link with Mathematics and techniques.components to make working models. The child aims to make and to achieve a quality product. With confidence, the child pins, sews and stitches a range of finishing techniques, including those from art and design. The child constructs product shart are needed for health.The child begins to use research and develops design of innovative, purpose.didenames, prototypes, pattern pieces and CAD. The child draws up a specification for their design. The child accurately applies a range of finishing techniques, including those from art and design. The child constructs product suits permanent joining techniques.development, and carrying out appropriate tests. The child aroms the assignment. The child accurately applies a range of finishing techniques, including those from art and design. The child constructs product suits and suggets their original a range of finishing techniques, including those including those including those including those from art and beside shape the world.development, and carrying out appropriate tests. The child ancurately applies a range of finishing techniques, including those including those including those including those inclu | | - | - | , | | | |
| The child knows how to prepare and cook a variety of prodominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.research and develops design of riteria to inform the design of ninovative, functional, appealing products that are fit for purpose.pattern pieces and CAD. The child draws up a specification for their design. The child accurately applies a nutrients, water and fibre – that are needed for health.The child develops design of ninovative, functional, appealing products that are fit for purpose.pattern pieces and CAD. The child appealing products that are fit for purpose.working models. The child accurately applies a range of finishing techniques.out appropriate tests. The child accurately applies a range of finishing techniques.Out appropriate tests. The child accurately applies a range of finishing techniques.The child alms to make and to achieve a quality product cult with confidence, the child pins, sews and stitches a product.Out appropriate tests. The child accurately applies a range of finishing techniques.The child alms to make and to achieve a quality product against their original criteria and suggests ways that their product cuuld how it has helped shape the world.The child selects appropriate tests.The child selects | | - | | sectional and exploded | | - | |
| prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.design of innovative, functional, appealing products that are fit for purpose.The child draws up a specification for their design- tink with Mathematics and Science.The child draws up a specification for their design- tink with Mathematics and Science.The child draws up a specification for their design- tink with Mathematics and techniques.The child draws up a specification for their design- to achieve a quality product.The child quality product.The child quality of the assignment.The child understands that different food and drink contain different substances - nutrients, water and fibre – that are needed for health.design of innovative, protuct substances - nutrients, water and fibre – that are needed for health.design of innovative, appropriate, the use of a heat source.The child draws up a specification for their design- the child selects appropriate a range of finishing techniques, including those for ant and design. The child constructs product suing permanent joining techniques.The child accurately applies a range of finishing techniques.The child acust sheir work during, and at the end of the avaluates their that their product could be und their product could be including those of the avaluates the end of the avaluates their techniques, including those materials together to create a range of finishing techniques.The child accurately applies a range of finishing techniques.The child accurately applies a range of finishing techniques.The child constructs product suing permanent design and technolo | | or used in cooking. | The child begins to use | diagrams, prototypes, | components to make | development, and carrying | |
| predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.design of innovative, functional, appealing products that are fit for purpose.specification for their design- link with Mathematics and Science.to achieve a quality product. With confidence, the child pins, sews and stitches materials together to create a range of finishing techniques.work, during, and at the end of the assignment.the child understands that a system have an input, process and output.The child understands that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.design of innovative, functional, appealing product against their original techniques.to achieve a quality product. With confidence, the child product against their original techniques.work, during, and at the end of the assignment. The child neords their evaluations their original techniques.The child course and product.work, during, and at the end of the assignment. The child neords their evaluations their original techniques.The child neords their original techniques.The child neords their evaluations their original techniques.The child neords their original techniques.The child neords their original tec | | The child knows how to | research and develops | pattern pieces and CAD. | working models. | out appropriate tests. | The child selects appropriate |
| dishes safely and hygienically including, where appropriate, the use of a heat source. The child understands that different food and drink contain different substances - nutrients, water and fibre – that are needed for health. | | prepare and cook a variety of | 5 | The child draws up a | The child aims to make and | The child evaluates their | materials, tools and |
| including, where appropriate, the use of a heat source.products that are fit for purpose.Science. The child selects appropriate materials, tools and techniques.pins, sews and stitches materials together to create a product.The child records their evaluations using drawings with labels.mechanical and electrical systems have an input, process and output.The child outerstands that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.products that are fit for purpose.Science. The child selects appropriate materials, tools and techniques.The child accurately applies a range of finishing techniques, including those from art and design. The child constructs | | | design of innovative, | specification for their design- | to achieve a quality product. | work, during, and at the end | techniques. |
| appropriate, the use of a heat source.purpose.The child selects appropriate materials, tools and techniques.materials together to create a product.evaluations using drawings with labels.systems have an input, process and output.The child understands that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.The child selects appropriate materials, tools and techniques.materials together to create a product.evaluations using drawings with labels.systems have an input, process and output.The child understands that different substances – nutrients, water and fibre – that are needed for health.materials, tools and techniques.a product.The child accurately applies a range of finishing techniques, including those from art and design. The child constructs product susing permanent joining techniques.The child evaluates the key designs of individuals in design and technology and how it has helped shape the world.The child knows how more complex electrical circuits and components can be used to create functional products. The child knows how to | | | functional, appealing | link with Mathematics and | With confidence, the child | of the assignment. | The child understands that |
| heat source. The child understands that different substances - nutrients, water and fibre – that are needed for health. Hat are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source. - nutrients, water and fibre – that are needed for health. Heat source and fibre – that sour | | including, where | products that are fit for | Science. | pins, sews and stitches | The child records their | mechanical and electrical |
| The child understands that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.techniques.The child accurately applies a range of finishing techniques, including those from art and design. The child constructs products using permanent joining techniques.The child evaluates their product against their original criteria and suggests was that their product against their original of their product using a range of equipment including ICT.The child understands that different substances – nutrients, water and fibre – that are needed for health.The child constructs products using permanent joining techniques.The child evaluates their oriteria and suggests was that their product using a range of equipment including ICT.The child substances including to the appearance of their products using permanent design and technology and how it has helped shape the world.The child uses finishing techniques.The child uses finishing techniques.The child constructs products using permanent and components can be used and components can be used and components can be used and how to program a computer to monitor changes in the environment and control their products. The child knows how to | | appropriate, the use of a | purpose. | The child selects appropriate | materials together to create | evaluations using drawings | systems have an input, |
| different food and drink contain different substances – nutrients, water and fibre – that are needed for health.a range of finishing techniques, including those from art and design. The child constructs products using permanent joining techniques.product against their original criteria and suggests ways that their product could be improve the appearance of their product using a range of equipmentMathematical different substances – nutrients, water and fibre – that are needed for health.The child constructs products using permanent joining techniques.product against their original criteria and suggests ways that their product could be improved. The child knows how more complex electrical circuits and components can be used to create functional products. The child knows how to products.techniques. | | heat source. | | materials, tools and | a product. | with labels. | process and output. |
| contain different substances - nutrients, water and fibre – that are needed for health.techniques, including those from art and design. The child constructs products using permanent joining techniques.criteria and suggests ways that their product could be improved.and improve the appearance of their product using a range of equipment including ICT.The child constructs products using permanent using techniques.The child evaluates the key designs of individuals in design and technology and how it has helped shape the world.and improve the appearance of their product using a range of equipment including ICT.The child evaluates the key designs and technology and how it has helped shape the world.and improve the appearance of their product using a range of equipment including ICT.The child below to create functional products and components can be used to create functional products and control their products. The child knows how to | | The child understands that | | techniques. | The child accurately applies | The child evaluates their | The child uses finishing |
| - nutrients, water and fibre - that are needed for health.from art and design. The child constructs products using permanent joining techniques.that their product could be improved.of their product using a range of equipment including ICT.The child evaluates the key designs of individuals in the child evaluates the key design and technology and how it has helped shape the world.The child evaluates the key design and technology and how it has helped shape the world.The child knows how more complex electrical circuits and components can be used to create functional products computer to monitor changes in the environment and control their products. | | different food and drink | | | a range of finishing | product against their original | techniques to strengthen |
| that are needed for health. that are needed for health. The child constructs improved. range of equipment products using permanent The child evaluates the key including ICT. joining techniques. designs of individuals in The child knows how more design and technology and complex electrical circuits and components can be used how it has helped shape the and components can be used world. to create functional products and how to program a computer to monitor changes in the environment and control their products. not control their products. The child knows how to the child knows how to | | contain different substances | | | techniques, including those | criteria and suggests ways | and improve the appearance |
| Image: speed of the speed of | | - nutrients, water and fibre - | | | from art and design. | that their product could be | of their product using a |
| joining techniques. designs of individuals in design and technology and how it has helped shape the world. | | that are needed for health. | | | The child constructs | improved. | range of equipment |
| design and technology and how it has helped shape the world. | | | | | products using permanent | The child evaluates the key | including ICT. |
| how it has helped shape the world. | | | | | joining techniques. | designs of individuals in | The child knows how more |
| world. to create functional products and how to program a computer to monitor changes in the environment and control their products. The child knows how to | | | | | | design and technology and | complex electrical circuits |
| world. to create functional products and how to program a computer to monitor changes in the environment and control their products. The child knows how to | | | | | | | and components can be used |
| and how to program a computer to monitor changes in the environment and control their products. The child knows how to | | | | | | | - |
| computer to monitor changes in the environment and control their products. The child knows how to | | | | | | | - |
| changes in the environment and control their products. The child knows how to | | | | | | | |
| and control their products. The child knows how to | | | | | | | |
| The child knows how to | | | | | | | - |
| | | | | | | | • |
| | | | | | | | |
| | | | | | | | |