



Ordsall Primary School Progression Map for Design and Technology



		<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key National Curriculum Theme	Design	<ul style="list-style-type: none"> I can draw with increasing complexity and detail. I can develop my own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> I can offer explanations for why things might happen, making use of recently introduced vocabulary. I begin to show accuracy and care when drawing. I can set and work towards simple goals 	<ul style="list-style-type: none"> I use my own ideas to make something. I choose appropriate tools and resources. I make a simple plan before making. I use my own ideas to make something. I choose appropriate tools and resources. I make a simple plan before making. 	<ul style="list-style-type: none"> I can think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them. Design purposeful, functional appealing products for themselves and others users based on the design criteria. Create and communicate ideas through drawings 	<ul style="list-style-type: none"> I prove that my design meets some set criteria. I create a plan which shows order, equipment and tools I describe my design using a labelled sketch and words I can explain how my product will work 	<ul style="list-style-type: none"> I use research and ideas from other people when I am designing. I create an ordered plan and can explain it. I describe my plan using an annotated sketch I explain how I have improved my original design. With increasingly accuracy I can explain how my product will work and any say how realistic this is. I am beginning to make prototypes of my design 	<ul style="list-style-type: none"> I use internet searches and questionnaires to research design ideas. I produce a detailed step-by-step plan and explain it to others. I use cross sectional planning and annotated sketches to explain my plan. I suggest alternative plans; outlining the positive features and drawbacks. I use prototypes to model and refine my design. Begin to use computer aided design. 	<ul style="list-style-type: none"> I use market research to inform my plans and ideas. I can identify features of design that will appeal to the intended user I follow and refine my plans. Use appropriate drawings to explain my design (cross sectional drawing, annotated sketches, exploded diagram) I justify my plans in a convincing way. I independently use prototypes and pattern pieces to refine my ideas I use computer aided designs I show that I consider culture and society in my plans and designs.



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		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Make	<ul style="list-style-type: none"> I can choose the right resources to carry out my own plan. I can use one handed tools and equipment. I can use activities and resources with help when needed. I can combine shapes to make new ones. I can join different materials and explore different textures. 	<ul style="list-style-type: none"> I can use a range of small tools, including scissors, paint brushes and cutlery. I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> I use my own ideas to make something. I make a product which moves. I make my model stronger. Use levers and sliders as mechanisms 	<ul style="list-style-type: none"> I join materials and components in different ways. Select from and use a range of tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> I am beginning to select suitable tools and equipment and can explain choices in relation to my design. I measure, mark out and cut materials and components with some accuracy I work through my plan in order Assemble, join and combine materials with some accuracy 	<ul style="list-style-type: none"> I can select suitable tools/equipment for the technique required I can measure, mark out and cut out with increasing accuracy I persevere and adapt my work when my original ideas do not work. I am beginning to apply finishing techniques I make a product which uses both electrical and mechanical components 	<ul style="list-style-type: none"> I can select suitable tools/equipment with a good of precision I use a range of tools and equipment competently. I can mainly accurately measure, mark out and cut out I make a prototype before make a final version. Mainly accurately assemble, join and combine materials/ components 	<ul style="list-style-type: none"> I independently use selected tools and equipment precisely Select appropriate materials, fit for purpose: explain choices, considering functionality and aesthetics. I follow and refine my plans. I accurately measure, mark out, cut and shape materials/ components I accurately assemble, join and combine materials/ components
		Vocabulary	<ul style="list-style-type: none"> Cut Stick Model Plan Design Make Cardboard Paper Plastic Tube Box 	<ul style="list-style-type: none"> Sellotape Join Glue Blue tac Scissors 	<ul style="list-style-type: none"> Clay Play doh Plasticine Mould Shape 	<ul style="list-style-type: none"> Mechanism Lever Slider Pivot Guide/bridge Pull/push Pattern Join fabric 	<ul style="list-style-type: none"> Loose/Fixed pivot System process Design criteria Product 	<ul style="list-style-type: none"> shell structure marking out, scoring shaping, tabs, joining, Accuracy Corrugating Ribbing 	<ul style="list-style-type: none"> Mechanical Electrical Components Assemble technique



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Key National Curriculum Theme	Evaluate	<ul style="list-style-type: none"> I can understand 'why' questions. I can express a point of view. I can engage in extended conversations, learning new vocabulary. 	<ul style="list-style-type: none"> I can express my ideas and feelings about my experiences using full sentences I can use and understand recently introduced vocabulary during discussions I can share my creations, explaining the process I have used. 	<ul style="list-style-type: none"> I describe how an existing product works. I can say something that I like about my product and something I would improve. I explain why I have chosen specific textiles 	<ul style="list-style-type: none"> I choose tools and materials and explain why I have chosen them. I explain what went well with my work. I explore and evaluate a range of existing products. Evaluate my product against a design criteria. 	<ul style="list-style-type: none"> I prove that my design meets some set criteria. To evaluate my own product and discuss ways to improve and refine it. I begin to say what I would change to make my design better 	<ul style="list-style-type: none"> I evaluate existing products for both their purpose and appearance I evaluate my product against design criteria and my plan I explain how I have improved my original design. I can identify and explain what I would do to improve my design further. 	<ul style="list-style-type: none"> I suggest alternative plans; outlining the positive features and drawbacks. I evaluate appearance and function against original criteria To critique my own product and improve it to the desired effect looking at the style/ technique used. Test and evaluate my final product stating how it could be improved /refined. 	<ul style="list-style-type: none"> I show that I can test and evaluate my products. I evaluate my product against clear criteria stating if it is fit for purpose. To critique my own product and improve it to the desired effect looking at the style/ technique used. Test and evaluate my final product stating how it could be improved /refined stating the effects different resources may have had.
	Evaluation Vocabulary	<ul style="list-style-type: none"> Like Dislike Why Change Explain 		<ul style="list-style-type: none"> Opinion Reason Agree Disagree Skill 		<ul style="list-style-type: none"> Improve Evaluate Refine 		<ul style="list-style-type: none"> Alter Modify Critique Influenced Technique 	



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Key National Curriculum Theme	Technical Knowledge	<ul style="list-style-type: none"> I can match my developing physical skills to tasks and activities in the setting. I can choose the right resources to carry out my own plan. I can use one handed tools and equipment. 	<ul style="list-style-type: none"> I can offer explanations for why things might happen, making use of recently introduced vocabulary I can use a range of small tools, including scissors, paint brushes and cutlery. I can share my creations, explaining the process I have used. 	<ul style="list-style-type: none"> I make a product which moves. I make my model stronger. Use levers and sliders as mechanisms 	<ul style="list-style-type: none"> I join materials and components in different ways. Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms in their products-wheels and axels. 	<ul style="list-style-type: none"> Use appropriate materials and join in ways to make strong structures Use simple levers and linkages to create movement Prepare and cook some dishes safely and hygienically Describe how healthy diet= variety/balance of food/drinks 	<ul style="list-style-type: none"> Measure and cut carefully to avoid mistakes Attempt to make a product strong Use wheels and cogs to create movement Join textiles in different ways 	<ul style="list-style-type: none"> Select materials carefully considering use of product and appearance. Explain how product meets design criteria Measure accurately enough to ensure precision Begin to use cams, pulleys or gears to create movement Refine my product after testing 	<ul style="list-style-type: none"> Reinforce and strengthen a 3d structure Explain how product meets design criteria and meets the intended users needs Refine product after testing considering the intended use, aesthetics, functionality Use cams, pulleys and gears to create movement
	Technical Vocabulary	<ul style="list-style-type: none"> Cut Stick Build Stack Fold Join fix 		<ul style="list-style-type: none"> structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved material names e.g. metal, wood, plastic etc shape names 	<ul style="list-style-type: none"> mechanism level slot pivot guide/bridge pull/push design 	<ul style="list-style-type: none"> Assemble Shell Structure Net Joining Scoring Corrugating Ribbing laminating 	<ul style="list-style-type: none"> circuit, switch, circuit diagram Function Push-to-make-switch Input/output Insulator/conduct or Battery holder 	<ul style="list-style-type: none"> frame structure, stiffen, strengthen, reinforce, triangulation, stability, temporary, permanent. 	<ul style="list-style-type: none"> Pulley, drive belt, gear, rotation, spindle, ratio, axle, motor,



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Key National Curriculum Theme	Cooking and Nutrition	<ul style="list-style-type: none"> I can choose healthy options. I can eat my dinner with a knife and fork. I am consistently making healthy choices. I can bake and explore ingredients for a variety of recipes. I can tell you what happens when something goes into the oven. I can pretend using mud in a mud kitchen. 	<ul style="list-style-type: none"> I can manage my own hygiene. I can choose a healthy snack. I understand why I need fruit and veg. I can use cutlery with confidence. I understand the five a day rule. 	<ul style="list-style-type: none"> I cut food safely. I understand where food comes from. 	<ul style="list-style-type: none"> I describe the ingredients I am using. I use the basic principles of a healthy and varied diet to prepare dishes- healthy lunchbox 	<ul style="list-style-type: none"> Explain that a healthy diet is made up of a variety and balance of different food and drink Understand that to be active and healthy, nutritious food and food are needed Prepare dishes hygienically Use a range of techniques such as grating, cutting, kneading and backing 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know, explain and give examples of food that is grown, reared, and caught in the area studied Prepare and cook a variety of dishes safely and hygienically. Including a heat source. Explain that foods contain different substances, such as protein, that are needed for health and to apply this when planning dishes. Adapt recipes to change the appearance, texture or aroma. Confidently use a range of techniques such as grating, peeling, cutting and slicing



Play, Learn and Grow Together!

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Food Vocabulary	<ul style="list-style-type: none"> Fruit and vegetable names Names of cooking equipment and utensils 		<ul style="list-style-type: none"> soft, juicy, sticky, smooth, hard seed, pip, cut slice farmed, grown caught apron salad knife claw grip 	<ul style="list-style-type: none"> sharp, crisp, sweet, sour, crunchy Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients. Claw Grip Chopping board Vegetable peeler 	<ul style="list-style-type: none"> texture, taste, appearance, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet measuring jug weighing scales 	.		<ul style="list-style-type: none"> Utensils, fold, combine, knead, rubbing in, whisk, beat, shape, sprinkle, crumble. Ingredients, yeast dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality