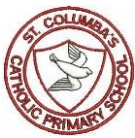


## Design Technology Whole School Content and Progression

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigating and Design</b>	Explore construction kits and complete toys.  Talk about what they create, what will it do? Who will use it?		Design products that have a clear purpose and an intended user.  Use simple design criteria  Develop and communicate ideas by talking and drawing.	Design products that have a clear purpose and an intended user.  Use simple design criteria.  Develop and communicate ideas by annotated diagrams.	Develop own simple design criteria.  Refine work and techniques as work progresses, evaluating the product design	Design with purpose by identifying opportunities to design.  Develop own design criteria.  Refine work and techniques as work progresses, continually evaluating the product design.	Design with the user in mind, carry out research, using surveys, and web-based resources.  Identify the needs, wants, preferences of particular individuals and groups.	Design with the user in mind, carry out research, using surveys, interviews, questionnaires and web-based resources.  Identify the needs, wants, preferences of particular individuals and groups.  Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.



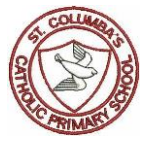
# St. Columba's Catholic Primary School



Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Make</b>	Cut (safely) and join a range of materials.		Select from a range of tools and materials.  Measure, mark out, cut and shape materials.  Assemble, join and combine.	Select from a range of tools and materials.  Measure, mark out, cut and shape materials.  Assemble, join and combine.	Measure, mark out, cut and shape materials with increased accuracy.  Model their ideas using prototypes and pattern pieces.	Select suitable materials, explaining choices.  Order the main stages of making.  Measure, mark out, cut and shape materials with increased accuracy.  Model their ideas using prototypes and pattern pieces.	Select suitable materials, explaining choices according to functional properties and aesthetic qualities.  Assemble, join and combine components and materials with some accuracy.	Formulate step-by-step plans.  Demonstrate resourcefulness when tackling practical problems.  Assemble, join and combine components and materials with accuracy.



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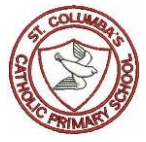


Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Evaluate and Improve</b>	Talk about what is working and what they might change.		Make simple judgements about their products and ideas against the design criteria.	Make judgements about their products and ideas against the design criteria.	Investigate and analyse who designed a product and when and where it was made.  Refer to own design criteria as they design and make.	Investigate and analyse who designed a product and when and where it was made.  Refer to own design criteria as they design and make.	Investigate and analyse the cost, impact and sustainability of existing products.  Critically evaluate the quality of their design/product	Investigate and analyse the cost, impact and sustainability of existing products.  Critically evaluate the quality of their design/product.

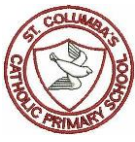
Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Technical Knowledge</b>	Name tools and when they might be used.  Think about the uses of different parts of a construction kit.		Create products using the movement of simple mechanisms such as levers, sliders.  Make a 2D product by measuring and creating a template.	Create products using the movement of simple mechanisms such as wheels and axles.  Adapt freestanding structures to make them stronger, stiffer and more stable	Know that mechanical systems have an input, process and output.  Use leavers and linkages create movement.	Make strong, stiff shell/ frame structures.  Use a simple electrical circuit and components to create functional products.	Create a rigid 3D framework.  Use a combination of fabric shapes to make a 3D textile product.	Reinforce and strengthen a 3D framework.  Use mechanical systems such as cams or pulleys or gears create movement.



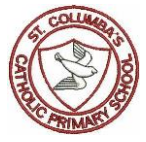
# St. Columba's Catholic Primary School



					Use a single fabric shape to make a 3D textile product	
<b>Cooking and Nutrition</b>	<p>Explore a range of flavours, textures and aromas.</p> <p>Explore tools and their safe use.</p>	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Explain that all food comes from plants or animals.</p>	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Explain that all food comes from plants or animals.</p> <p>Name and sort food into the five groups from the eatwell plate</p>	<p>Chop, slice, mix, spread and knead ingredients safely and hygienically.</p> <p>Explain how a healthy diet is made up from a variety and balance of different foods as depicted on the eatwell plate.</p> <p>Adapt and change the appearance, taste, texture or aroma of a recipe</p> <p>Safely use a heat source.</p>	<p>To create recipes which considering a budget.</p> <p>Know that different foods and drinks contain nutrients, water and fibre.</p> <p>Adapt and change the appearance, taste, texture or aroma of a recipe.</p>	<p>Understand the need to select and use ingredients in season.</p> <p>To create recipes which considering a budget.</p> <p>Know that different foods and drinks contain nutrients, water and fibre.</p> <p>Adapt and</p>



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						change the appearance, taste, texture or aroma of a recipe.
<b>Name Key Events and Individuals</b>				Name inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linked to Topic studied).		