



## Four Oaks Primary School Design and Technology Progression Map

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Design</b>	<ul style="list-style-type: none"><li>• Develop own ideas &amp; decide which materials to use to express them</li></ul>	<ul style="list-style-type: none"><li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li><li>• Create collaboratively sharing ideas, resources &amp; skills</li></ul>	<ul style="list-style-type: none"><li>• Design appealing products for a particular user based on simple design criteria.</li><li>• Generate initial ideas and design criteria through own experiences.</li><li>• Develop and communicate these ideas through talk and drawings and mock-ups where relevant</li></ul>	<ul style="list-style-type: none"><li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make</li><li>• Develop, model and communicate their ideas through talking, mock-ups and drawings</li></ul>	<ul style="list-style-type: none"><li>• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s</li><li>• Use annotated sketches, prototypes and final product sketches; communication technology, such as web-based recipes, to develop and communicate ideas</li></ul>	<ul style="list-style-type: none"><li>• Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</li><li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas</li><li>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches</li></ul>	<ul style="list-style-type: none"><li>• Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification</li><li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li><li>• Develop and communicate ideas through discussion and annotated drawings</li></ul>	<ul style="list-style-type: none"><li>• Use research using surveys, interviews, questionnaires and web-based resources to develop a design specification for a range of functional products</li><li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li><li>• Generate and develop innovative ideas and share and clarify these through discussion</li><li>• Communicate ideas through annotated sketches and where appropriate computer-aided design</li></ul>

<b>Make</b>	<ul style="list-style-type: none"> <li>• Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Use available resources to create props or creates imaginary ones to support play</li> <li>• Talk about the differences between materials &amp; changes they notice</li> </ul>	<ul style="list-style-type: none"> <li>• Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>• Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Look closely at similarities, differences, patterns &amp; change</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card.</li> <li>• Select from a range of ingredients and materials according to their characteristics to create a chosen product</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by suggesting what to do next</li> <li>• Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</li> <li>• Select new and materials, components, reclaimed materials and construction kits to build and create their products</li> <li>• Use simple finishing techniques suitable for the products they are creating</li> </ul>	<ul style="list-style-type: none"> <li>• Plan the main stages of making.</li> <li>• Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product</li> <li>• Select from and use finishing techniques suitable for the product they are creating</li> </ul>	<ul style="list-style-type: none"> <li>• Order the main stages of making</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities</li> <li>• Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties</li> </ul>	<ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and materials relevant to their tasks</li> <li>• Write a step-by-step plan, including a list of resources required</li> <li>• Select from and use a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components</li> <li>• Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products.</li> <li>• Use finishing and decorative techniques suitable for the product they are designing and making</li> </ul>
-------------	--	--	--	---	--	--	---	--

<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed, adding variations &amp; then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>Express &amp; communicates working theories, feelings &amp; understandings</li> <li>Responds imaginatively to art works &amp; objects</li> <li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>Discuss problems &amp; how they might be solved</li> </ul>	<ul style="list-style-type: none"> <li>Taste, explore and evaluate a range of products to determine the intended user's preferences for the product</li> <li>Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products related to their design criteria</li> <li>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a range of ingredients and lever and linkage products relevant to their project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used</li> <li>Test and evaluate their own products against design criteria and the intended user and purpose</li> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyse products linked to their final product</li> <li>Compare the final product to the original design specification and record the evaluations</li> <li>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose</li> <li>Consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Continually evaluate and modify the working features of the product to match the initial design specification</li> <li>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>Test the system to demonstrate its effectiveness for the intended user and purpose.</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>	<ul style="list-style-type: none"> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home</li> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</li> <li>Know and use technical and sensory vocabulary relevant to the project</li> </ul>	<ul style="list-style-type: none"> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home</li> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate</li> <li>Know and use technical and sensory vocabulary relevant to the project</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught</li> <li>Know and use relevant technical and sensory vocabulary appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught</li> <li>Know and use relevant technical and sensory vocabulary appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use utensils and equipment including heat sources to prepare and cook food</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Know and use relevant technical and sensory vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use utensils and equipment including heat sources to prepare and cook food</li> <li>Understand about seasonality in relation to food products and the source of different food products</li> <li>Know and use relevant technical and sensory vocabulary</li> </ul>