Carter's Charity Primary School Curriculum Documents

PROGRESSION IN DESIGN & TECHNOLOGY – SKILLS AND KNOWLEDGE

Cooking and Nutrition

		Reception	Year 1	Year 2
		Soup	**Smoothies**	**Picnic wraps**
Skills	**Design**	• Designing a soup recipe as a class. • Designing soup packaging.	• Designing smoothie carton packaging by-hand.	• Designing three wrap ideas based on a food combination which work well together.
	Make	• Chopping plasticine safely. • Chopping vegetables with support.	• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie.	• Chopping foods safely to make a wrap. • Constructing a wrap that meets a design brief. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting.
	Evaluate	• Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste.	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's.	• Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating food by giving a score.
Knowledge		• To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us.	• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables are any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know the five main food groups: fruits and vegetables, carbohydrates, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe.

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		Year 3	Year 4
		Eating Seasonally	**Adapting a Recipe**
Skills	**Design**	• Designing a recipe for a savoury tart.	• Designing a biscuit within a given budget, drawing upon previous taste testing judgements. • Designing packaging for a biscuit that targets a specific group.
	Make	• Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife.	• Following a baking recipe, including the preparation of ingredients. • Cooking safely, following basic hygiene rules. • Adapting a recipe to meet the requirements of a target audience. • Using a cuboid net to create packaging
	Evaluate	• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.	• Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products. • Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).
Knowledge		• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste.	• To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To understand the importance of budgeting while planning ingredients for biscuits. • To know that products often have a target audience.

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		Year 5	Year 6
		Developing a Recipe	**Come Dine With Me**
Skills	**Design**	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices.	• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.
	Make	• Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.	• Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence.
	Evaluate	• Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups	• Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination
Knowledge		• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes.	• To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

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Structures			
		Reception	**Year 1**
		Junk Modelling	**Making a Windmill**
Skills	**Design**	• Making verbal plans and material choices. • Developing a junk model.	• Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design.
	Make	• Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together.	• Making stable structures from card. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Finding the middle of an object. • Adding weight to structures. • Creating supporting structures. • Cutting evenly and carefully.
	Evaluate	• Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.	• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements.
Knowledge		• To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model.	• To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. • To know that the sails or blades of a windmill are moved by the wind. • To know that a structure is something built for a reason. • To know that adding weight to the base of a structure can make it more stable.

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		Year 3	Year 5
		Constructing a Castle	**Bridges**
Skills	**Design**	• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software.	• Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation.
	Make	• Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials.	• Making a range of different shaped beam bridges. • Using triangles to create truss bridges that span a given distance and support a load. • Building a wooden bridge structure. • Independently measuring and marking wood accurately. • Selecting appropriate tools and equipment for particular tasks. • Using the correct techniques to saws safely. • Identifying where a structure needs reinforcement and using card corners for support. • Explaining why selecting appropriating materials is an important part of the design process. • Understanding basic wood functional properties.
	Evaluate	• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggesting points for improvements for own bridges and those designed by others.
Knowledge		• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack.	• To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the difference between arch, beam, truss and suspension bridges. • To understand how to carry and use a saw safely.

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Mechanisms / Mechanical Systems			
		Year 1	**Year 2**
		Making a Moving Storybook	**Making a Moving Monster**
Skills	**Design**	• Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience.	• Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria.
	Make	• Following a design to create moving models that use levers and sliders.	• Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
	Evaluate	• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience.	• Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
Knowledge		• To know that a mechanism is the parts of an object that move together. • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots , guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	• To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers. • To know some real-life objects that contain mechanisms.

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		Year 3	Year 5
		Pneumatic Toys	**Gears and Pulleys**
Skills	**Design**	• Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly.	• Noticing wider-reaching problems or needs in the community. • Identifying a wide range of needs and potential barriers through market research. • Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost. • Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. • Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. • Using a series of prototypes to refine and improve their designs.
	Make	• Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving.	• Consistently apply safety instructions. • Cutting patterns and drawings accurately. • In supervised groups, using hot glue guns safely. • Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. • Choosing PVA glue over hot glue for its safety when joining materials in less intensive projects.
	Evaluate	• Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.	• Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. • Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. • Considering alternative materials, tools or techniques that could enhance the product. • Providing feedback that is helpful, specific, and encouraging.

			• Incorporating feedback from peers or users improve their product further, explaining the changes they made and the impact they had.
Knowledge		• To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. • To understand how sketches, drawings and diagrams can be used to communicate design ideas. • To know that exploded-diagrams are used to show how different parts of a product fit together.	• That mechanical systems that use gears in everyday objects (eg bicycle, clock). • That gears and pulleys allow us to transfer movement and force from one part of a mechanical system to another. • That gears allow us to increase the output of a mechanism.

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Textiles			
		Reception	**Year 2**
		Bookmarks	**Pouches**
Skills	**Design**	• Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials	• Designing a pouch.
	Make	• Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading.	• Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template.
	Evaluate	• Reflecting on a finished product and comparing to their design.	• Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
Knowledge		• To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.	• To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing.

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		Year 4	Year 6
		Story Book Cover	**Waistcoats**
Skills	**Design**	• Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve.	• Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
	Make	• Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric. • Working neatly by sewing small, straight stitches. • Incorporating a fastening to a design.	• Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
	Evaluate	• Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types.	• Reflecting on their work continually throughout the design, make and evaluate process.
Knowledge		• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.	• To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.

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Electrical Systems			
		Year 4	**Year 6**
		Torches	**Steady Hand Game**
Skills	**Design**	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	• Designing a steady hand game - identifying and naming the components required. • Drawing a design from three different perspectives. • Generating ideas through sketching and discussion. • Modelling ideas through prototypes. • Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.
	Make	• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.	• Constructing a stable base for a game. • Accurately cutting, folding and assembling a net. • Decorating the base of the game to a high quality finish. • Making and testing a circuit. • Incorporating a circuit into a base.
	Evaluate	• Evaluating electrical products. • Testing and evaluating the success of a final product.	• Testing own and others finished games, identifying what went well and making suggestions for improvement. • Gathering images and information about existing children's toys. • Analysing a selection of existing children's toys.
Knowledge		• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	• To know that batteries contain acid, which can be dangerous if they leak. • To know the names of the components in a basic series circuit, including a buzzer. • To know that 'form' means the shape and appearance of an object. • To know the difference between 'form' and 'function'. • To understand that 'fit for purpose' means that a product works how it should and is easy to use. • To know that form over purpose means that a product looks good but does not work very well. • To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.