

# GLADSTONE ROAD PRIMARY SCHOOL END OF YEAR EXPECTATIONS/PROGRESSION DOCUMENT



#### **Design Technology**

EYFS	YEAR 1	YEAR 2	YEAR 3		
Designing	Designing	Designing	Designing		
EAD: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Use given simple design criteria to design their own products by making simple drawings and labelling parts.	Identify simple criteria for the intended user and purpose of their product.	Create their own design criteria and use these to inform their ideas for their labelled design.		
Different materials have different 'properties' and how this influences the creation process i.e. recognise card is stronger than paper when creating a 3D structure.	Create simple templates and mock-ups based on their own simple designs.	Make simple drawings and label materials and parts, describing what the purpose of their product is and how it will work.	Draw annotated sketches to communicate their design ideas.		
		Create templates and mock-ups based on their own designs.	Model their ideas using prototypes.		
			Make design decisions that take account of the availability of resources.		
Making	Making	Making	Making		
EAD: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.  How to make a simple sandwich and chose the correct tools for buttering and cutting.  Use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons  Construct a paper lantern by cutting vertical lines in paper and using glue to fix the structure.  Join materials together to make a simple structure i.e. using lollypop sticks to make a ladder for pirates/rescuing Rapunzel.	Plan by suggesting what to do next	Create a simple step by step plan.	Create a plan by ordering the main stages of making		
PD: Fine motor Use a range of small tools, including scissors, paintbrushes and cutlery.	Select from a range of tools and equipment to perform practical tasks.  Paper and card scissors and knives,	Select from a range of tools and equipment explaining their choices. saws, knives, scissors, needles and threads.	Select from a range of tools and equipment explaining their choices. marking, scoring, cutting, slicing, grating, peeling, hack-saw, glue guns		



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Select from and use a range of materials and components according to their characteristics.	Select from and use a range of materials and components according to their characteristics.	Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.
With help, measure, mark and cut a range of materials.  Paper and card		Measure, mark, cut and shape a range of materials and components.
Use simple finishing techniques to improve the appearance of their product.	Assemble, join and combine materials in order to make a product. Threading a needle, tying a note and a running stitch.	Assemble, join and combine materials with some accuracy.
	Use finishing techniques to improve the appearance of their product.	Apply a range of finishing techniques, including those from art and design and ICT (CAD), with some accuracy.
Evaluating	Evaluating	Evaluating
Explore and evaluate a range of existing products.	Explore and evaluate a range of existing products.	Investigate and analyse a range of existing products.
Talk about their design ideas and what they are making.	products and ideas against design criteria.	Use their design criteria to evaluate their completed products.
Make simple judgements about their products and ideas against design criteria.	Suggest how their products could be improved.	Name and describe some inventors and how their inventions have shaped the world.  For example, Eden project (Tree houses) or Nelson Treehouses website)
		Identify why it is important to make
		improvements to their products.
Technical Knowledge	Technical Knowledge	Technical Knowledge
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Explore and use mechanisms in their products.  Wheels and axles	Describe how mechanical systems create movement.  Pneumatic systems
To use the correct technical vocabulary for the projects they are undertaking, such as grouping, texture, fruit, vegetable, knife, apron, joins, structure, strengthen	Build freestanding structures applying knowledge of how to make the structure stronger, stiffer and more stable.	Use mechanical systems in their products. Pneumatic systems
	Select from and use a range of materials and components according to their characteristics.  With help, measure, mark and cut a range of materials.  Paper and card  Use simple finishing techniques to improve the appearance of their product.  Evaluating  Explore and evaluate a range of existing products.  Talk about their design ideas and what they are making.  Make simple judgements about their products and ideas against design criteria.  Technical Knowledge  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products  To use the correct technical vocabulary for the projects they are undertaking, such as grouping, texture, fruit, vegetable, knife, apron, joins, structure,	Select from and use a range of materials and components according to their characteristics.  With help, measure, mark and cut a range of materials. Paper and card Use simple finishing techniques to improve the appearance of their product.  Evaluating Explore and evaluate a range of existing products.  Talk about their design ideas and what they are making.  Make simple judgements about their products and ideas against design criteria.  Suggest how their products could be improved.  Technical Knowledge Explore and use a range of materials and components according to their characteristics.  Measure, mark, cut and shape a range of materials and components.  Massure, mark, cut and shape a range of materials and components according to their characteristics.  Measure, mark, cut and shape a range of materials and components according to their characteristics.  Measure, mark, cut and shape a range of materials and components according to their characteristics.  Measure, mark, cut and shape a range of materials and components according to their characteristics.  Measure, mark, cut and shape a range of materials and components.  Assemble, join and combine materials in order to make a product. Threading a needle, tying a note and a running stitch.  Use finishing techniques to improve the appearance of their products.  Make simple judgements about their products and ideas against design criteria.  Suggest how their products could be improved.  Technical Knowledge  Explore and use mechanisms in their products.  Wheels and axles  To use the correct technical vocabulary for the projects they are undertaking, such as grouping, texture, fruit, vegetable, kniff, apron, joins, structure, fruit, vegetable, kniff, apron, joins, structure, stronger, stiffer and more stable.



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Learning to Succeed			<del></del>		Learning	, io oucceed	
			Use the correct technical vocabulary for the projects they are undertaking, such as-slicing, cutting, sawing, axel, wheel		Build freestanding structures applying knowledge of how to make the structure stronger, stiffer and more stable.		
					Use the correct technical vocabulary for the projects they are undertaking peeling, cutting, slicing, grating, contamination, air pressure, pneumatic system, motion, hygiene.		
Cooking and Nutrition	Cooking and Nutrition  Describe that all food comes from plants and animals.		Cooking and Nutrition  Describe that all food comes from plants and animals.		Cooking and Nutrition		
EAD: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.  • The terms 'healthy' and 'unhealthy'. • Vegetables and fruit help to keep us 'healthy'.					Describe that all food comes from plants and animals.		
<u>PD: Fine motor</u> Use a range of small tools, including scissors, paintbrushes and cutlery.	Prepare a simple dish safely and hygienically, without using a heat source.  Cut, peel, and grate		Identify that food has to be farmed, grown elsewhere or caught.		Identify that food is grown, reared and caught in the UK, Europe and the wider world.		
			Name and sort foods into the 5 groups in the Eatwell plate. Fruit and vegetables Carbohydrates Protein Dairy and other alternatives Oil and spreads		Identify that a healthy diet is made up from a variety and balance of different food and drink, (Eatwell plate). Fruit and vegetables Carbohydrates Protein Dairy and other alternatives Oil and spreads		
			Prepare a simple dish safely and hygienically, without using a heat source.  Cut, grate, fold and roll, peel, slice		Prepare and cook with a heat source. Pizza		
					Use a range of techniques such as peeling, chopping, slicing, grating, mixing, and spreading.		

AUTUMN			SPRING			SUMMER			
BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	
%	%	%	%	%	%	%	%	%	