GLADSTONE ROAD PRIMARY SCHOOL
END OF YEAR EXPECTATIONS/Progression Document
Design Technology

YEAR 4		YEAR 5		YEAR 6	
Designing		**Designing**		**Designing**	
Generate realistic ideas focusing on the needs of the user.		Generate innovative ideas, drawing on research.		Generate innovative ideas, drawing on research.	
Draw annotated sketches and cross-sectional drawings to communicate their design ideas.		Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their design ideas.		Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their design ideas.	
Model their ideas using prototypes and pattern pieces.		Model their ideas using prototypes and computer-aided design.		Make designs, taking account of constraints such as time, resources, availability of ingredients and cost.	
Make design decisions that take account of the availability of resources.		Make designs, taking account of constraints such as time, resources and cost.			
Making		**Making**		**Making**	
Create a plan by ordering the main stages of making.		Formulate step by step plans as a guide to making.		Formulate step by step plans as a guide to making.	
Select and explain their choice of tools and equipment in relation to the skills and techniques they will be using-saws, needles, scissors, threads.		Produce appropriate lists of tools, equipment, materials and components that they need. Wooden mixing spoons, knives, weighing scales, sello-tape, masking tape, card, scissors, cams, dowelling rods, glue guns.		Produce appropriate lists of tools, equipment, materials and components that they need. Knives, needles, scissors, programming equipment, needles, threads, ingredients, weighing scales, utensils, oven	
Select and explain their choice of materials and components according to functional properties and aesthetic qualities.		Accurately measure, mark out, cut and shape materials and components. Rulers, measuring tapes, weighing out ingredients, timings		Accurately measure, mark out, cut and shape materials and components - ingredients, fabric, threads	
Measure, mark, cut and shape a range of materials and components- wood, card, fabric and thread.		Accurately assemble, join and combine materials and components.		Accurately assemble, join and combine materials and components. Running stitch, back stitch, over stitch, zig zag stitch, hidden stitches and visible stitch (overstitch or blanket stitch), fastenings and learning to secure their last stitch, programming equipment.	
Assemble, join and combine materials with some accuracy. Threading a needle and tying a knot, blanket stitch and overcast stitch, hammers, nails and wood.		Accurately apply a range of finishing techniques, including those from art and design. Moveable toy and bridges.		Accurately apply a range of finishing techniques, including those from art and design.	
Apply a range of finishing techniques, including those from art and design, with some accuracy.					
Evaluating		**Evaluating**		**Evaluating**	
Investigate and analyse a range of existing products.		Investigate and analyse a range of existing products.		Investigate and analyse a range of existing products.	
Use their design criteria to evaluate their completed products.		Evaluate their ideas and products against their original design specification.		Evaluate their ideas and products against their original design specification.	
Consider the views of others, including intended users, to improve their work.		Consider the views of others, including intended users, to improve their work.		Consider the views of others, including intended users, to improve their work.	

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Name and describe some inventors and how their inventions have shaped the world. For example, Y4- Daedalus – Ancient Greek inventor who created the labyrinth		Name and describe some inventors and how their inventions have shaped the world. For example, Y5-Isambard Kingdom Brunel (bridge engineer)		Name and describe some inventors and how their inventions have shaped the world. Night light Alan Turing (Scientist and Engineer) Charles Babbage (inventor of the first mechanical computer) Ada Lovelace (world's first computer programmer)	
Technical Knowledge		**Technical Knowledge**		**Technical Knowledge**	
Know how a simple electrical circuit and components can be used to create functional products and know electrical systems have an input and a process.		Describe how mechanical systems create movement. Moveable toys		Reinforce and strengthen a 3D framework. Night light	
Reinforce and strengthen a 3D framework, glue guns, hammers and nails, saws.		Use mechanical systems in their products. Moveable toys		Know the correct technical vocabulary for the products they are undertaking, fabric, blanket stitch, technique, regularity of stitches, Fairtrade, sustainable, sustainability balanced diet, functioning circuit, conductor, series circuit, parallel circuit	
Know the correct technical vocabulary for the product they are undertaking, frame, structure, hygiene and adapting,		Reinforce and strengthen a 3D framework. Bridge		Be able to program, monitor and control their products. Electrical systems in nightlight	
Be able to control their products. Electrical circuit in stocking		Know the correct technical vocabulary for the products they are undertaking, weaker, stronger structures, reinforce, compression, tension, shaft, abutments, movement, motion, mechanism, components, rotation, comparing, healthier option, nutritional.			
Cooking and Nutrition		**Cooking and Nutrition**		**Cooking and Nutrition**	
Describe that all food comes from plants and animals.		Identify that food is grown, reared and caught in the UK, Europe and the wider world.		Identify that food is grown, reared and caught in the UK, Europe and the wider world.	
Identify that food is grown, reared and caught in the UK, Europe and the wider world.		Identify that seasons may affect the food available.		Identify that seasons may affect the food available.	
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		Describe how food is processed into ingredients that can be eaten or used in cooking.		Describe how food is processed into ingredients that can be eaten or used in cooking.	
Prepare and cook savoury scones safely and hygienically.		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		Identify that a healthy diet is made up from a variety and balance of different food and drink, (Eatwell plate). Fruit and vegetables Carbohydrates	

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		Dairy and other alternatives Oil and spreads		Protein Dairy and other alternatives Oil and spreads	
Use a range of techniques such as … peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.		Prepare and cook Egyptian bread/stew??? safely and hygienically.		Prepare and cook healthy breakfast bars safely and hygienically.	
		Use a range of techniques such as … peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.		Use a range of techniques such as … peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	

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