

## DT progression KS2

Objective	Y3	Y4	Y5	Y6
Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Use knowledge of existing products to design his / her own functional product  Christmas Enterprise Project A2	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience  Christmas Enterprise Project A2	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product  Christmas Enterprise Project A2	Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products  Christmas Enterprise Project A2
Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Create designs using annotated sketches, cross-sectional diagrams and simple computer programs	Create designs using exploded diagrams	Create prototypes to show his/her ideas	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design
Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Safely measure, mark out, cut and join with some accuracy	Use techniques which require more accuracy to cut, shape, join and finish his/her work eg. Cutting internal shapes, slots in frameworks	Make careful and precise measurements so that joins, holes and openings are in exactly the right place	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities
Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them	Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them	Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques	Use technical knowledge accurate skills to problem solve during the making process

## DT progression KS2

Evaluate: investigate and analyse a range of existing products	Investigate and analyse existing products and those he/she has made, considering a wide range of factors	Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user	Make detailed evaluations of existing products and his/her own considering the views of others to improve his/her work	Use his/her knowledge of existing designs to further explain the effectiveness of existing products he/she has made
Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Evaluate: understand how key events and individuals in design and technology have helped shape the world			Brunel - Bridges	Brunel - Bridges
Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Strengthen frames using diagonal struts	Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas	Build more complex DT structures and apply his/her knowledge of strengthening techniques to make them stronger and more stable	Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately
Technical knowledge: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Understand how mechanical systems such as levers and linkages or pneumatic systems create movement	understand and use mechanical systems in their products	understand and use mechanical systems in their products	understand and use mechanical systems in their products
Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Understand and use electrical systems in products	Understand how to make more complex mechanical and electrical systems	
Technical knowledge: apply their understanding of				Apply his/her knowledge of computing to program,

## DT progression KS2

computing to program, monitor and control their products.				monitor and control his/her product
---	--	--	--	-------------------------------------

### Food Technology

Objective	Y3	Y4	Y5	Y6
understand and apply the principles of a healthy and varied diet	Food groups work		Main food groups and nutrients	Use information on food labels to inform choices
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Use a variety of ingredients and techniques to prepare and combine ingredients safely	Read and follow recipes involving several processes, skills, techniques	Select appropriate ingredients and use a range of techniques to combine them	Plan a series of healthy meals based on the principles of a healthy and varied diet applying knowledge of a range of technical skills
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Where our food comes from	Seasonality	Understand how a variety of ingredients are grown, reared, caught and processed to make them safe, palatable and tasty to eat.	Apply knowledge of ingredients to research, plan and cook a recipe
Mrs Tim cookery workshops	Caribbean cookery A1	Caribbean cookery A1		