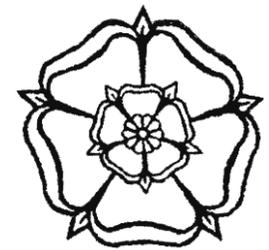




Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



Design and Technology Key Learning/Progression of Skills

	EYFS		KS1		Lower KS2		Upper KS2	
Developing, planning and communicating ideas.	Develop their own ideas and then decide which materials to use to express them EA&D	Return to and build on their previous learning, refining ideas and developing their ability to represent them. EA&D	Draw on their own experience to help generate ideas	Generate ideas by drawing on their own and other people's experiences	Generate ideas for an item, considering its purpose and the user/s	Generate ideas, considering the purposes for which they are designing	Generate ideas through brainstorming and identify a purpose for their product	Communicate their ideas through detailed labelled drawings
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PSED		Suggest ideas and explain what they are going to do	Develop their design ideas through discussion, observation, drawing and modelling	Identify a purpose and establish criteria for a successful product.	Make labelled drawings from different views showing specific features	Draw up a specification for their design	Develop a design specification
			Identify a target group for what they intend to design and make	Identify a purpose for what they intend to design and make	Plan the order of their work before starting	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes.	Explore, develop and communicate design proposals by modelling ideas	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
	Choose the right resources to carry out their own plan PD		Model their ideas in card and paper	Identify simple design criteria	Explore, develop and communicate design proposals by modelling ideas	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes.	Plan the order of their work, choosing appropriate materials, tools and techniques	Evaluate products and identify criteria that can

	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make EA&D</p> <p>Explore how things work UTW</p>						<p>that can be used for their own designs</p> <p>Start to understand how sustainable and innovative their products are.</p>	<p>be used for their own designs</p> <p>Know how sustainable and the impact products have beyond their intended purpose</p>
<p>Working with tools, equipment, materials and components to make quality products</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them PSED</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. PD</p> <p>Make imaginative and</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently PD</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings EA&D</p> <p>Create collaboratively, sharing ideas, resources and</p>	<p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials PD</p> <p>Use tools eg scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary</p>	<p>Begin to select appropriate tools and materials</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use</p>	<p>Select tools and techniques for making their product use vocab' to name and describe them</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Cut and join with accuracy to ensure a good-</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p>

	<p>complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>EA&D</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>EA&D</p>	<p>skills</p> <p>EA&D</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG</p>	<p>methods e.g. glues or masking tape</p> <p>simple stitching</p>	<p>basic sewing techniques</p> <p>Choose and use appropriate finishing techniques</p>	<p>progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use finishing techniques strengthen and improve the appearance of their product</p>	<p>temporary and permanent ways</p> <p>Sew using a range of different stitches</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p>	<p>quality finish to the product</p>	<p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>
Food and nutrition		<p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>ELG</p>	<p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>Understand and apply safe procedures for food safety and hygiene</p> <p>Demonstrate hygienic food preparation and storage.</p> <p>Know how to use a range of techniques such as peeling,</p>	<p>Understand and apply safe procedures for food safety and hygiene</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Understand that food is grown (such as tomatoes, wheat</p>	<p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing,</p>	<p>Understand how to prepare and cook a some predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand that seasons may</p>

			Begin to use techniques such as cutting, peeling and grating.	Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.	chopping, slicing, grating, mixing, spreading, kneading and baking.	and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.	spreading, kneading and baking.	affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.
Evaluating processes and products	Explore different materials freely, in order to develop their ideas about how to use them and what to make EA&D Develop their own ideas and then decide which materials to use to express them EA&D	Create collaboratively, sharing ideas, resources and skills EA&D Share their creations, explaining the process they have used ELG	Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. With confidence talk about their ideas, saying what they like and dislike about them.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their product against original design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their products, identifying strengths and areas for development. Evaluate a product against the original design specification Begin to disassemble and evaluate familiar products and consider the views of others to improve them	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels. Evaluate familiar products and consider the views of others to improve them

			they have gone about it					
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