Design & Technology: Food & Nutrition Progression Overview

	Y1	Y2	Y3	Y4	Y5	Y6
	Food & Nutrition	***Food & Nutrition***	***Food & Nutrition***	***Food & Nutrition***	***Food & Nutrition***	***Food & Nutrition***
	Fruit Skewers	***Vegetable salad***	***Healthy pizza***	***Caesar salad***	***Melandra loaf***	***Fish Curry***
	National Curriculum: **Use the basic principles of a healthy and varied diet to prepare dishes* **Understand where food comes from.*		***National Curriculum:*** **understand and apply the principles of a healthy and varied diet* **prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* **understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*			
	• I cut food safely. • I use my own ideas to make something. • I can make a simple plan before making. • I choose appropriate resources and tools.	• I describe the ingredients I am using. • I think of an idea and plan what to do next. • I choose tools and materials and explain why I have chosen them.	• I describe how food ingredients come together. • • Talk about which food is healthy and which food is not. • I prove that my design meets some set criteria. • I follow a step by step plan choosing the right equipment and materials. • I select the most appropriate tools and techniques for a given task.	• I know how to be hygienic and safe when using food. • Bring a creative element to the food product being designed. • Produce a plan and explain it. • I use a range of tools and equipment competently.	• I show that I can be both hygienic and safe in the kitchen. • Understand the difference between a savoury and sweet dish. • I produce a detailed step by step plan. • I use a range of tools and equipment competently.	• I show that I consider culture and society in my plans and designs. • I work within a budget to create a meal. • I explain how products should be stored and give reasons. • I use market research to inform my plans and ideas.

Design & Technology Progression Overview

	Y1	Y2	Y3	Y4	Y5	Y6
	Mechanical Systems	***Mechanical Systems***	***Electrical Systems***	***Mechanical Systems***	***Electrical Systems***	***Mechanical Systems***
	Sliders & Linkages	***Wheels & Axles***	***Levers & Linkages***	***Simple circuits***	***Complex circuits***	***Gears or Pulleys***
National Curriculum	***Design:*** **design purposeful, functional, appealing products for themselves and other users based on design criteria* **generate, develop, model and communicate their ideas through talking, drawing,* *templates, mock-ups and, where appropriate, information and communication technology* ***Make:*** *******select from and use a range of tools and equipment to perform practical tasks* **select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics* ***Evaluate:*** ** explore and evaluate a range of existing products* **evaluate their ideas and products against design criteria* ***Technical knowledge:*** **build structures, exploring how they can be made stronger, stiffer and more stable* **explore and use mechanisms*		***Design:*** *******use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups* ** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* **Make**: **Select from and use a wider range of tools and equipment to perform practical tasks accurately* **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* **Evaluate:** **investigate and analyse a range of existing products* ** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* ** understand how key events and individuals in design and technology have helped shape the world* ***Technical Knowledge:*** **Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* **Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors* **Apply their understanding of computing to program, monitor and control their products*		

WDIK progression statements	• I use my own ideas to make something. • I describe how something works. • I make a model stronger. • I choose appropriate resources and tools. • I make a simple plan before making. • Make a product that moves. • Make a product using sliders and linkages.	• I think of an idea and plan what to do next. • I choose tools and materials and explain why I have chosen them. • . • I explain what went well with my work. • I measure materials to use in a model or structure. • I make a product which moves. • Make a product using wheels and axles.	• I prove that my design meets some set criteria. • I follow a step by step plan choosing the right equipment and materials. • I select the most appropriate tools and techniques for a given task. • I make a product which uses both electrical and mechanical components.	• I use ideas from other people when I am designing. • I produce a plan and explain it • I use a range of tools and equipment competently. • Make a product using simple electronic components. • Links scientific knowledge by using lights, switches or buzzers. • Persevere and adapt work when original ideas do not work. • Present a product in an interesting way	• I come up with a range of ideas after collecting information from a range of sources. • I produce a detailed step by step plan. • I suggest alternative plans: outlining the positive features and draw backs. • I explain how a product will appeal to a specific audience. • I evaluate appearance and function against original criteria. • I use a range of tools and equipment competently.	• I use market research to inform my plans and ideas • I follow and refine my plans • I justify my plans in a convincing way. • I show that I can test and evaluate products. • I evaluate my product against clear criteria.

OLSB Design & Technology Progression Overview

	Y1	Y2	Y3	Y4	Y5	Y6
	Textiles Running stitch	***Textiles Running stitch***	***Textiles Over stitch***	***Textiles Cross stitch***	***Textiles Blanket stitch***	***Textiles Back stitch***
	National Curriculum: ***Design:*** **design purposeful, functional, appealing products for themselves and other users based on design criteria* **generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* ***Make:*** *******select from and use a range of tools and equipment to perform practical tasks* **select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics* ***Evaluate:*** ** explore and evaluate a range of existing products* **evaluate their ideas and products against design criteria* ***Technical knowledge:*** **build structures, exploring how they can be made stronger, stiffer and more stable* **explore and use mechanisms*		***Design:*** **use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups* ** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* **Make**: **Select from and use a wider range of tools and equipment to perform practical tasks accurately* **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* **Evaluate:** **investigate and analyse a range of existing products* ** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* ** understand how key events and individuals in design and technology have helped shape the world*			
Textile progression (Year1 -6)	• **To sew and join fabrics using a running stitch.**	• **To cut out shapes which have been created by drawing round a template onto fabric.** • **To sew using a running stitch with more independence.**	• **To join fabrics using an over stitch with increasing independence.** • **To add decoration to their work using buttons, beads, sequins.**	• **To complete a cross stitch and other sewing stitches with increased accuracy.**	• **To cut out sewing pattern pieces.** • **To demonstrate an awareness of seam allowance.** • **To create a blanket stitch.**	• **To pin and tack fabric pieces together.** • **To join fabrics by over sewing, back stitch, blanket stitch.** • **To make quality products with**

						increasing accuracy and independence.
WDIK progression statements	• I use my own ideas to make something. • I explain to someone how I want to make my product. • I choose appropriate resources and tools. • I make a simple plan before making.	• I think of an idea and plan what to do next. • I join materials and components in different in different ways. • I explain what went well with my work.	• I prove that my design meets some set criteria. • I follow a step by step plan choosing the right equipment and materials. • I design a product and make sure it looks attractive. • I choose material for both suitability and appearance.	• Produce a plan and explain it. • I use a range of tools and equipment competently. • Persevere and adapt work when original ideas do not work. • Present a product in an interesting way	• I produce a detailed step by step plan. • I suggest alternative plans: outlining the positive features and draw backs. • I explain how a product will appeal to a specific audience. • I evaluate appearance and function against original criteria. • I use a range of tools and equipment competently.	• I use market research to inform my plans and ideas. • I follow and refine my plans • I justify my plans in a convincing way. • I show that I consider culture and society in my plans and designs. • I show that I can test and evaluate products.