



Curriculum map - progression in skills

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Design & Technology | Design - developing, planning and communicating ideas | <p>Think of own ideas for design.</p> <p>Use pictures and words to plan.</p> <p>Design a product for myself, following design criteria.</p> <p>Work in a range of contexts (imaginary, home, school, wider community, story-based)</p> <p>CA T2 CB T3&4</p> | <p>Think of own ideas and plan what to do next.</p> <p>Describe designs using pictures, diagrams, models, mock-ups, words and ICT.</p> <p>Design a product for myself and others, following design criteria.</p> <p>Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).</p> <p>CA T2 CB T3&4</p> | <p>Create a design that meets a range of requirements.</p> <p>Consider the equipment and tools needed when planning.</p> <p>Describe a design using an accurately labelled diagram, and in words.</p> <p>CA T3 CA T5 CB T1 CB T3</p> | <p>Generate more than one idea for how to create a product.</p> <p>Gather information to help design a successful product (i.e. by asking others' views).</p> <p>Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.</p> <p>Suggest improvements to develop and refine a planned idea.</p> <p>CA T3 CA T5 CB T1 CB T3</p> | <p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>CA T2 CA T6 CB T1 CB T3</p> | <p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources).</p> <p>Produce a detailed plan, with cross-sectional diagrams and computer generated designs).</p> <p>Work within constraints, refining and justifying plans as necessary.</p> <p>CA T2 CA T6 CB T1 CB T3</p> |

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| <p>Working with tools, equipment, materials and components to make quality products (construction/textiles/mechanisms)</p> | <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools e.g. scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p>CA T2 CB T3&4</p> | <p>Begin to select tools and materials; use vocab' to name and describe them.</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>Choose and use appropriate finishing techniques</p> <p>CA T2 CB T3&4</p> <p>Cut, shape and join fabric to make a simple garment.</p> <p>Use basic sewing techniques.</p> <p>CA T5 CB T5</p> | <p>Select tools and techniques for making their product.</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 progress and be willing change things if this helps them improve their work.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>CA T3 CA T5 CB T1 CB T3</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>CA T4 CB T4</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 temporary and permanent ways.</p> <p>Use simple graphical communication techniques</p> <p>CA T3 CA T5 CB T1 CB T3</p> <p>Sew using a range of different stitches, weave and knit.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>CA T6 CB T6</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>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>CA T2 CA T6 CB T1 CB T3</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>Achieve a quality product.</p> <p>CA T2 CA T6 CB T1 CB T3</p> <p>Pin, sew and stitch materials together create a product.</p> <p>CA T5 CB T5</p> |
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| <p>Working with tools, equipment, materials and components to make quality products (food & nutrition)</p> | <p>Begin to understand that all food comes from plants or animals.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p> <p>CA T2 CA T6 CB T2 CB T6</p> | <p>Understand that all food comes from plants or animals.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate' Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>CA T2 CA T6 CB T2 CA TCB T6</p> | <p>Start to know that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Begin to understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, and baking.</p> <p>CA T3 CA T6 CB T3 CB T6</p> | <p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, and baking.</p> <p>CA T3 CB T3</p> | <p>Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Begin to understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Develop skills when using a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking, independently.</p> <p>CA T3 CB T3</p> | <p>Understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source, and using their knowledge to develop and adapt menus and recipes.</p> <p>Understand and demonstrate how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking independently.</p> <p>CA T6 CB T6</p> |
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| | <p>Evaluating processes and products</p> | <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>CA T2 CB T3&4</p> | <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>CA T2 CB T3&4</p> | <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate familiar products.</p> <p>CA T3 CA T5 CB T1 CB T3</p> | <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>CA T3 CA T5 CB T1 CB T3</p> | <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>CA T2 CA T6 CB T1 CB T3</p> | <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>CA T2 CA T6 CB T1 CB T3</p> |
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