**Langdon Primary School – Progression in Design and Technology (2019)**



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|  | Year R | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Design | * Talk about what they want to make
* Draw what they want to make
 | * Talk about what they want to make
* Plan and draw what they want to make and for a set task
 | * Research existing products (eg research existing bridges before designing their own)
* Plan and design a product linked to a set task.
 | * Research existing products (eg research existing bridges before designing their own)
* Plan and design a product linked to a set task.
* Plan products that are fit for purpose
* Create prototypes
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| Make | * Experience a range of tools (eg clay tools, scissors, cutlery)
* Experience a range of construction toys and materials (eg Lego, Duplo, bricks)
 | * Select a range of materials, tools and equipment (eg staples, split pins, hammer, nails)
* Give reasons for their choices
 | * Select a range of materials, tools and equipment (eg clamping vice, hot glue guns, hand drills)
* Give reasons for their choices
 | * Select a range of materials, tools and equipment (eg gears, pulleys, wood tools, saws and cutting tools))
* Give reasons for their choices
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| Evaluate | * Talk about what they have made
* Discuss what works and whether it is as they had expected
 | * Evaluate their product against their design
* Evaluate their product against the criterion
* Discuss improvements that could be made
 | * Make judgements about their product
* Identify what is good and say why
* Explain improvements that could be made
 | * Make links between their product and products in the real world
* Consider the views of others
* Compare to existing designs and products
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| Technical Knowledge | * To have experience of playing with different materials and techniques (eg sand, water, cutting and sticking)
* To explore and use simple mechanisms (eg levers, sliders, wheels, axles)
 | * To be able to use and make simple joining techniques
* To be able to use and make simple mechanisms (eg levers, sliders, wheels, axles)
 | * Knowledge of electrical circuits
* To be able to independently understand and use mechanical gears, levers and pulleys
* To know which tools and materials are suitable for which task
 | * Knowledge of electrical circuits
* To be able to independently understand and use mechanical gears, levers and pulleys
* To know which tools and materials are suitable for which task
* To understand how to modify complex structures
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| Cooking and Nutrition | * To play with toy food
* Cut up and eat packed lunches/school dinners
* Sort food- healthy/unhealthy
 | * Understand where food comes from
* Simple food chains
* Select ingredients and prepare simple meals (eg sandwiches, pizza)
 | * Show awareness of affordable and seasonal foods
* Understand principles of a varied and healthy diet
* Prepare and cook dishes
 | * Understand which foods are imported/exported
* Understand where and how a variety of ingredients are grown, reared, caught and processed
* Prepare and cook dishes using different techniques
* Adapt and modify recipes
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