

**Design Technology Progression map 2020**

	<b>Construction</b>	<b>Ingredients</b>	<b>Textiles</b>	<b>Design Process</b>
<b>Yr 3</b>	<p>To know how different card mechanisms create different sorts of movement</p> <p>To know about the accurate cutting, scoring, folding and joining techniques needed to produce working, reliable card mechanisms</p> <p>To know to develop different graphic styles and match these to the needs of different audiences</p> <p>To be able to match card mechanisms to the movements they want to achieve in their book.</p>	<p>To weigh and measure use scales and measuring jugs with adult help.</p> <p>To mix ingredients together to form a dough.</p> <p>To understand the need for kneading</p> <p>To cook and apply the principles of nutrition and healthy eating to design and produce bread.</p> <p>To be able to talk about where and how the ingredients used in bread has been grown and processed.</p> <p>All children to understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>To begin to practice threading a needle.</p> <p>To cut out material using a basic template.</p> <p>To use a running stitch to combine materials.</p> <p>To begin to practice how to tie a knot to finish a stitch</p>	<p>To begin to understand the meaning of a design specification and work as a class to write one.</p> <p>To be able to write a design process as a class.</p> <p>To be able to follow a modelled example.</p> <p>To be able to make changes to their product based on adult suggestions.</p> <p>To make a finished product with one level of skill/material (paper, dough – independent cooking, felt) and with adult help</p> <p>To be able to give their opinion about their own work and positively comment on a peers.</p>
<b>Yr 4</b>	<p>To measure and cut a piece of (Jelutong) square dowel accurately with adult help.</p> <p>To use a suitable joining technique to make a 2D frame.</p> <p>To make an axle.</p> <p>To connect an electrical circuit which includes a motor.</p>	<p>To weigh and measure accurately use scales and measuring jugs.</p> <p>To mix ingredients together to form a dough of the correct consistency.</p> <p>To shape and assemble the product using a rolling pin to roll out dough to an accurate size and thickness.</p> <p>Use a knife to cut a variety of raw and cooked ingredients.</p>	<p>To have a strategy for how to thread a needle</p> <p>To cut out material using a net template</p> <p>To use a running and over stitch</p> <p>To be able to tie a knot to secure their stitching</p> <p>To attach a zip to material</p>	<p>To understand what a design specification is and work as a group to write one.</p> <p>To be able to write a design process as a group and edit their design after discussion.</p> <p>To be able to follow a modelled example with stylistic features added.</p> <p>To begin to edit and improve their own work.</p> <p>To make a finished product incorporating two different types of materials (wood 2D frame and electrics/</p>

	<p>To produce a final product which moves by using the motor.</p>	<p>Construct the pizza by distributing ingredients evenly.</p> <p>To be able to talk about the benefits of the ingredients they have selected.</p>		<p>cotton and zip, dough and vegetables – independent cooking)</p> <p>To be able to evaluate their own work and offer constructive feedback to others.</p>
Yr 5	<p>To measure and cut pieces of dowel accurately for different elements of the product.</p> <p>To make two different types of cam wheels for different movements.</p> <p>To use suitable techniques to combine a range of different materials.</p> <p>To produce a final product which incorporates in two different movements.</p>	<p>To understand what ingredients would affect the nutritional value of the soup. I.e too much salt...</p> <p>To prepare ingredients in order to manage the timing of production. Understanding the timing and accuracy skills needed to produce a High quality dish.</p> <p>Cutting ingredients to a consistent size and shape depending on cooking time.</p> <p>To understand the purpose of each ingredient and the impact of particular herbs &amp; spices.</p> <p>To combine a range of ingredients. Be encouraged to try new and wide ranges of ingredients, spices and herbs.</p>	<p>To be able to independently thread a needle</p> <p>To make their own template using a given model</p> <p>To begin to attempt a range of stitching for different purposes</p> <p>To use a range of haberdashery to join materials (button, poppers, hook and eye, Velcro)</p>	<p>To be able to write their own design specification.</p> <p>To be able to write a design process in small groups leading to independent and edit their design with purposeful improvements after discussion.</p> <p>To be able to use a modelled example as the basic model with stylistic features added and the structure/basic frame altered.</p> <p>To be able to problem solve as a group.</p> <p>To make a finished product incorporating two and more different types of materials/skills (wood, card and motion/ cotton, haberdashery/ vegetables and stock – active cooking)</p> <p>To be able to independently evaluate their own work and consider what skills they need to develop.</p>
Yr 6	<p>To measure and cut a piece of (Jelutong) square dowel accurately using a junior hacksaw and a bench hook.</p> <p>To use a suitable joining technique to make a 3D frame.</p>	<p>Continue to address learning objectives from year 5 while incorporating their dough skills from years 3 and 4 to make dumplings.</p> <p>To understand what ingredients would affect the nutritional value of the soup. I.e too much salt...</p> <p>To prepare ingredients in order to manage the timing of production.</p>	<p>To measure and make their own template accurately</p> <p>To use a range of stitching for different purposes</p> <p>To attach different pieces of material together (pockets, apron strings)</p> <p>To embroider their initials neatly</p>	<p>To be able to write a design specification for a specific consumer.</p> <p>To be able to write a design process independently and edit their design with purposeful improvements directed at their consumer after discussion.</p> <p>To be able to develop their own ideas from a modelled example with clear changes made for their consumer.</p> <p>To be able to problem solve independently.</p>

	<p>To use the correct resources in order to make a structure that joins in several places.</p> <p>To produce a final product which stands up straight.</p>	<p>Understanding the timing and accuracy skills needed to produce a High quality dish.</p> <p>Cutting ingredients to a consistent size and shape depending on cooking time.</p> <p>To understand the purpose of each ingredient and the impact of particular herbs &amp; spices.</p> <p>To combine a range of ingredients.</p> <p>Be encouraged to try new and wide ranges of ingredients, spices and herbs.</p>	<p><i>To begin to use a sewing machine for a running border stitch</i></p>	<p>To make a finished product incorporating two and more different types of materials/skills (wood, card and 3D frame/ cotton, haberdashery, multi stitches/ vegetables, stock and dough – active cooking)</p> <p>To be able to independently evaluate their own work and know how to apply the skills learnt to other projects.</p>
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