



Alverton Curriculum Progression in Design and Technology

	EYFS Links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	I can design and make marine life pictures with materials.	I use my own ideas to design something and describe how it works. I can design a product which moves. I can explain to someone else how I want to make my product and make a simple plan first.	I think of an idea and plan what to do next. I can explain why I have chosen specific textiles.	I can prove that a design meets a set criteria. I can design a product and make sure that it looks attractive. I can choose a material for both its suitability and its appearance.	I use ideas from other people when designing. I can produce a plan and explain it. I persevere and adapt work when my original ideas do not work. I can communicate ideas in a range of ways, including sketches and drawings, which are annotated.	I can come up with a range of ideas after collecting information from different sources. I produce a detailed, step-by-step plan. I explain how a product will appeal to a specific audience. I can design a product that requires pulleys or gears.	I use market research to inform my plans and ideas. I follow and refine original plans. I justify planning in a convincing way. I can show that culture and society are considered in plans and designs.
Making	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can make a paper plate jellyfish.	I can use my own ideas to make something. I can make a product which moves. I can choose appropriate resources and tools.	I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can measure materials to use in a model or structure.	I can follow a step-by-step plan, choosing the right equipment and materials. I can select the most appropriate tools and techniques for a given task. I can make a product which uses both electrical and mechanical components. I work accurately to measure, make cuts and make holes.	I know which tools to use for a particular task and am able to show knowledge of handling the tool. I know which material is likely to give the best outcome. I can measure accurately.	I can use a range of tools and equipment competently. I can make a prototype before making a final version. I can make a product that relies on pulleys or gears.	I know which tool to use for a specific practical task. I know how to use any tool safely and correctly. I know what each tool is used for. I can explain why a specific tool is best for a specific action.
Evaluating	I can share my creations, explaining the process I have used.	I can describe how something works.	I can explain what went well with my work.	I can explain how to improve a finished model. I know why a model has, or has not, been successful.	I can evaluate and suggest improvements for design. I can evaluate products for both their purpose and appearance. I can explain how the original design has been improved. I can present a product in an interesting way.	I can suggest alternative plans, which outline the positive features as well as the drawbacks. I can evaluate appearance and function against the original criteria.	I know how to test and evaluate designed products. I can explain how products should be stored and give reasons. I can evaluate the product against clear criteria.



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Technical Knowledge	I can use a range of wheeled resources to balance, sit or ride on, or pull and push.	I can make my own model stronger.	I can make a model stronger and more stable.	I know how to strengthen a product by stiffening a given part or reinforcing part of the structure. I can use a simple IT program within the design.	I can link scientific knowledge by using lights, switches or buzzers. I can use electrical systems to enhance the quality of my product. I can use IT, where appropriate, to add to the quality of the product.	I can link scientific knowledge to design by using pulleys or gears. I can use more complex IT programs to help enhance the quality of the product produced.	I can use electrical systems correctly and accurately to enhance a given product. I know which IT product would further enhance a specific product. I use knowledge based on my previous learning to improve a made product by strengthening, stiffening or reinforcing.
Food Technology	I can plant beans.	I can cut food safely.	I can use wheels and axles when it is appropriate to do so.	I can describe how food ingredients come together. I can weigh out ingredients and follow a given recipe to create a dish. I can talk about which food is healthy and which food is not. I know when food is ready for harvesting.	I know how to be both hygienic and safe when using food. I bring a creative element to the food product being designed.	I can be both hygienic and safe in the kitchen. I know how to prepare a meal by collecting the ingredients in the first place. I know in which season various foods are available for harvesting.	I can explain how food ingredients should be stored and give reasons why. I work within a budget to create a meal. I understand the difference between a sweet and a savoury dish.