

King David Primary School					
Map of Progression and End of Year Expectations for Design Technology and Nutrition					
	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Year 6	<ul style="list-style-type: none"> - Writing a recipe, explaining the key steps, method and ingredients - Including facts and drawings from research undertaken 	<ul style="list-style-type: none"> - Following a recipe, including using the correct quantities of each ingredient - Adapting a recipe based on research - Working to a given timescale - Working safely and hygienically with independence 	<ul style="list-style-type: none"> - Evaluating a recipe, considering: taste, smell, texture and origin of the food group - Taste testing and scoring final products - Suggesting and writing up points of improvements in productions - Evaluating health and safety in production to minimise cross contamination 		<ul style="list-style-type: none"> - To know that 'flavour' is how a food or drink tastes - To know that many countries have 'national dishes' which are recipes associated with that country - To know that 'processed food' means food that has been put through multiple changes in a factory - To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides - To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)
Year 5	<ul style="list-style-type: none"> - Designing a pop-up book which uses a mixture of structures and mechanisms - Naming each mechanism, input and output accurately - Storyboarding ideas for a book 	<ul style="list-style-type: none"> - Following a design brief to make a pop up book, neatly and with focus on accuracy - Making mechanisms and/or structures using sliders, pivots and folds to produce movement - Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. 	<ul style="list-style-type: none"> - Evaluating the work of others and receiving feedback on own work - Suggesting points for improvement 	<ul style="list-style-type: none"> - To know that mechanisms control movement - To understand that mechanisms that can be used to change one kind of motion into another - To understand how to use sliders, pivots and folds to create paper-based mechanisms 	
Year 4	<ul style="list-style-type: none"> - Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 	<ul style="list-style-type: none"> - Making a torch with a working electrical circuit and switch - Using appropriate equipment to cut and attach materials - Assembling a torch according to the design and success criteria 	<ul style="list-style-type: none"> - Evaluating electrical products - Testing and evaluating the success of a final product 	<ul style="list-style-type: none"> - To understand that electrical conductors are materials which electricity can pass through - To understand that electrical insulators are materials which electricity cannot pass through - To know that a battery contains stored electricity that can be used to power products - To know that an electrical circuit must be complete for electricity to flow - To know that a switch can be used to complete and break an electrical circuit 	
Year 3	<ul style="list-style-type: none"> - Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish 	<ul style="list-style-type: none"> - Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination - Following the instructions within a recipe 	<ul style="list-style-type: none"> - Establishing and using design criteria to help test and review dishes - Describing the benefits of seasonal fruits and vegetables and the impact on the environment - Suggesting points for improvement when making a seasonal tart 		<ul style="list-style-type: none"> - To know that not all fruits and vegetables can be grown in the UK and climate affects food growth - To know that vegetables and fruit grow in certain seasons - To know that cooking instructions are known as a 'recipe' - To know that imported food is food which has been brought into the country. To know that exported food is food which has been sent to another country. To understand that imported foods travel from far away and this can negatively impact the environment
Year 2	<ul style="list-style-type: none"> - Creating a class design criteria for a moving monster - Designing a moving monster for a specific audience in accordance with a design criteria 	<ul style="list-style-type: none"> - Making linkages using card for levers and split pins for pivots - Experimenting with linkages adjusting the widths, lengths and thicknesses of card used - Cutting and assembling components neatly 	<ul style="list-style-type: none"> - Evaluating own designs against design criteria - Using peer feedback to modify a final design 	<ul style="list-style-type: none"> - To know that mechanisms are a collection of moving parts that work together as a machine to produce movement - To know that there is always an input and output in a mechanism - To know that an input is the energy that is used to start something working - To know that an output is the movement that happens as a result of the input - To know that a lever is something that turns on a pivot - To know that a linkage mechanism is made up of a series of levers 	
Year 1	<ul style="list-style-type: none"> - Using a template to create a design for a puppet 	<ul style="list-style-type: none"> - Cutting fabric neatly with scissors - Using joining methods to decorate a puppet - Sequencing steps for construction 	<ul style="list-style-type: none"> - Reflecting on a finished product, explaining likes and dislikes 	<ul style="list-style-type: none"> - To know that 'joining technique' means connecting two pieces of material together - To know that there are various temporary methods of joining fabric by using staples, glue or pins - To understand that different techniques for joining materials can be used for different purposes - To understand that a template (or fabric pattern) is used to cut out the same shape multiple times - To know that drawing a design idea is useful to see how an idea will look 	
DT & Nutrition	Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition
Reception	<p>ELG Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>ELG Expressive Art and Design</p> <p>Experiments to create different textures.</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p>• Selects tools and techniques needed to shape, assemble and join materials they are using. Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>				
	<ul style="list-style-type: none"> - Decide on an appropriate material for a task before starting to build. - Begin to generate ideas by building on their own experiences. - Discuss how they could join, shape and assemble their creations during their making. 	<ul style="list-style-type: none"> - Begin to select from a range of appropriate tools and explain why they are using it. - Begin to understand safety implications and keeping clean when making. - Begin to mark out what they want to cut by drawing or tracing. 	<ul style="list-style-type: none"> - Talk about what they have made and whether it has ended up like they have initially planned. - Make improvements/changes during the construction process as necessary. - Begin to suggest what they could have done differently to improve the items they make. 	<ul style="list-style-type: none"> - Begin to think about how to make things work and move e.g. pin puppets - Begin to understand where food comes from and the growing process. 	<ul style="list-style-type: none"> - Children know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe
Preschool	<p>ELG Being Imaginative</p> <ul style="list-style-type: none"> • Uses available resources to create props to support role-play • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words <p>ELG Expressive Art and Design</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 				
	<ul style="list-style-type: none"> - Creates with a purpose in mind. - Thinks about the media to use to create something for a given purpose. - Replicates items using construction blocks and creates their own imaginative designs. 	<ul style="list-style-type: none"> - Can create props to support their emerging role play. - To develop a purpose for their creations and end goal. - Uses a range of available resources in a purposeful manner. - Can ask adults for other resources to create a desired effect. 	<ul style="list-style-type: none"> - Can discuss what they have made and how they have made it. - Could suggest improvements to their own creations when prompted. 	<ul style="list-style-type: none"> - More confidently experiment with different tools and start to figure out what they can be used for. 	<ul style="list-style-type: none"> - Children know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe