



Design and Technology

Planning, Progression and Assessment Document

January 2024

Using this document:

- Please use this guidance to plan, teach and assess for each individual child's achievement within all areas of Design and Technology.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of designers:

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time effectively and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use, to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well, to manufacture products safely and hygienically.
- A passion for the subject and knowledge of up-to-date technological innovations in materials, products and systems.

Please use your informed judgements of ongoing formative and summative assessments, to decide upon a 'best fit' judgement as to whether they have:

- **acquired and retained the expected knowledge within our curriculum;**
- **exceeded these expectations;**
- **are still working towards the goals; or**
- **cannot access this curriculum.**

Design and Technology Long Term Plan

	Autumn 2	Summer 1	Summer 2
	Textiles	Cooking and Nutrition	Technical Knowledge
EYFS	<i>Ongoing Knowledge and Skills through Topic-based Teaching and Continuous Provision</i>		
Year 1	Delightful Decorations Design, Make and Evaluate: Textiles	Eat More Fruit and Veg Design, Make and Evaluate: Cooking and Nutrition	Homes Design, Make and Evaluate: Technical Knowledge
Year 2		Perfect Pizzas Design, Make and Evaluate: Cooking and Nutrition	Vehicles Design, Make and Evaluate: Technical Knowledge
Year 3	Seasonal Stockings Design, Make and Evaluate: Textiles	Sandwich Snacks Design, Make and Evaluate: Cooking and Nutrition	Moving Monsters Design, Make and Evaluate: Technical Knowledge
Year 4		American Food Design, Make and Evaluate: Cooking and Nutrition	Light Up Signs Design, Make and Evaluate: Technical Knowledge
Year 5	Funky Festive Cushions Design, Make and Evaluate: Textiles	Bread Design, Make and Evaluate: Cooking and Nutrition	Programming Pioneers Design, Make and Evaluate: Technical Knowledge
Year 6		British Dishes Design, Make and Evaluate: Cooking and Nutrition	Fairgrounds (inventor link) Design, Make and Evaluate: Technical Knowledge

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The information below aims to show how the skills taught across EYFS feed into National Curriculum objectives. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Design and Technology.

The most relevant statements for Design and Technology are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Nursery (Three and Four-Year-Olds)	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development		<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

	Key Stage 1	
	Year 1	Year 2
Design, Make and Evaluate	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done? 	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve?
Cooking and Nutrition	<ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? 	<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?
Technical Knowledge	<ul style="list-style-type: none"> • Can they describe how different textiles feel? • Can they make a product from textiles by gluing? 	<ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?
	<ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product?

	<ul style="list-style-type: none">• Can they make a structure/model using different materials?• Is their work tidy?• Can they make their model stronger if it needs to be?	<ul style="list-style-type: none">• Can they measure materials to use in a model or structure?• Can they join material in different ways?• Can they use joining, folding or rolling to make it stronger?
	<ul style="list-style-type: none">• Can they talk with others about how they want to construct their product?• Can they select appropriate resources and tools for their building projects?• Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	<ul style="list-style-type: none">• Can they make sensible choices as to which material to use for their constructions?• Can they develop their own ideas from initial starting points?• Can they incorporate some type of movement into models?• Can they consider how to improve their construction?

Lower Key Stage 2

Year 3

Year 4

**Design,
Make and
Evaluate**

Developing, planning and communicating ideas

- Can they show that their design meets a range of requirements?
- Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- Can they describe their design using an accurately labelled sketch and words?
- How realistic is their plan?

Working with tools, equipment, materials and components to make quality products

- Can they use equipment and tools accurately?

Evaluating processes and products

- Can they explain what they changed which made their design even better?

Developing, planning and communicating ideas

- Can they come up with at least one idea about how to create their product?
- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?

Working with tools, equipment, materials and components to make quality products

- Can they tell if their finished product is going to be good quality?
- Are they conscience of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Do they work at their product even though their original idea might not have worked?

Evaluating processes and products

- Have they thought of how they will check if their design is successful?
- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both appearance and the way it works?
- Do they take time to consider how they could have made their idea better?

Cooking and Nutrition	<ul style="list-style-type: none"> • Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their combined ingredients come together? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? 	<ul style="list-style-type: none"> • Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way?
Technical Knowledge	<ul style="list-style-type: none"> • Can they join textiles of different types in different ways? • Can they choose textiles both for their appearance and also qualities? 	<ul style="list-style-type: none"> • Do they think what the user would want when choosing textiles? • Have they thought about how to make their product strong? • Can they devise a template? • Can they explain how to join things in a different way?
	<ul style="list-style-type: none"> • Do they select the most appropriate tools and techniques to use for a given task? • Can they make a product which uses both electrical and mechanical components? • Can they use a simple circuit? • Can they use a number of components? 	<ul style="list-style-type: none"> • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas?
	<ul style="list-style-type: none"> • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? 	<ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?
	<ul style="list-style-type: none"> • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques? 	<ul style="list-style-type: none"> • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience?

		Upper Key Stage 2	
		Year 5	Year 6
Design, Make and Evaluate	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria? 	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials? 	
	Cooking and Nutrition	<ul style="list-style-type: none"> • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? 	<ul style="list-style-type: none"> • Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

Technical Knowledge

<ul style="list-style-type: none">• Do they think what the user would want when choosing textiles?• How have they made their product attractive and strong?• Can they make up a prototype first?• Can they use a range of joining techniques?	<ul style="list-style-type: none">• Have they thought about how their product could be sold?• Have they given considered thought about what would improve their product even more?
<ul style="list-style-type: none">• Can they incorporate a switch into their product?• Can they refine their product after testing it?• Can they incorporate hydraulics and pneumatics?	<ul style="list-style-type: none">• Can they use different kinds of circuit in their product?• Can they think of ways in which adding a circuit would improve their product?
<ul style="list-style-type: none">• Are their measurements accurate enough to ensure that everything is precise?• How have they ensured that their product is strong and fit for purpose?	<ul style="list-style-type: none">• Can they justify why they selected specific materials?• How have they ensured that their work is precise and accurate?• Can they hide joints so as to improve the look of their product?
<ul style="list-style-type: none">• Are they motivated enough to refine and further improve their product using mouldable materials?	<ul style="list-style-type: none">• Can they justify why the chosen material was the best for the task?• Can they justify design in relation to the audience?

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.