

## DT Progression Document

### EYFS Art Progression Document

#### EYFS

| Skill                                 | Autumn 1                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                      | Early Learning Goals                                                                                                                                                                                                                                                                                           |
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| <b><u>Creating with Materials</u></b> | <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> | <p>To experiment with different mark making tools such as art pencils, pastels, chalk (Charcoal - cave art)</p> <p>To use colours for a particular purpose (RE)</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-</p> | <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-</p> | <p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes</p> | <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> | <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> |

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|  | <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically (DT - Making fruit salad)</p> <p>To use some cooking techniques (spreading, cutting) - Fruit Salad</p> | <p>Scissors, tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> | <p>statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) - Biscuits,pancakes</p> <p>To use tools to cut and join materials</p> <p>To know the names of tools</p> <p>(DT: Making a chair for my teddy, making crafts in CP)</p> | <p>for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p> <p>Art &amp; DT</p> | <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> | <p>and evaluate their work</p> <p>To adapt work where necessary</p> |  |
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| <b><u>Fine Motor Skill</u></b> | To use a dominant hand | To begin to use anticlockwise | To use a tripod grip when using | To hold scissors correctly and cut | To hold scissors correctly and cut | To hold scissors correctly and cut | Hold a pencil effectively in preparations for fluent writing- |
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|  | <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a knife</p> | <p>movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zig zagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> | <p>mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p> <p>Letterjoin handwriting practise (2-3 times a week)</p> | <p>out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To confidently use classroom stationary</p> | <p>out small shapes</p> <p>To write letters using the correct letter formation and control of the size of letters</p> <p>To paint using thinner paint brushes</p> <p>To confidently use classroom stationary such as glue and ruler</p> <p>Letterjoin handwriting practise (2-3 times a week)</p> | <p>various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> | <p>using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> |
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|  | and a fork correctly |  |  |  |  |  |  |
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| Year 1                          |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |
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| Area of Learning                | Designing                                                                                                                                                                                                                                                                                                                                    | Making                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluating                                                                                                                                                                 | Technical Knowledge                                                                                                                                                                                                                                                                            |
| Knowledge (National Curriculum) | <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology</li> </ul> | <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> | <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> | <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• understand where food comes from.</li> </ul> |

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| Procedures | <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds,</li> <li>• state what products they are designing and making</li> <li>• say whether their products are for themselves or other users</li> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mockups</li> </ul> | <ul style="list-style-type: none"> <li>• plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices</li> <li>• follow procedures for safety and hygiene</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• prepare fruit and veg.</li> </ul> | <ul style="list-style-type: none"> <li>• talk about their design ideas and what they are making</li> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• suggest how their products could be improved</li> </ul> | <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• Know all food comes from plants/animals</li> <li>• Name and sort foods in The eatwell plate.</li> <li>• Know the 5 portions per day rule.</li> </ul> |
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### DT Progression of Skills

| Year 2           |           |        |            |                     |
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| Area of Learning | Designing | Making | Evaluating | Technical Knowledge |

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| <p><b>Knowledge<br/>(National Curriculum)</b></p> | <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> | <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>• understand where food comes from.</li> </ul>                                                                                                                                                                                                                      |
| <p><b>Procedures</b></p>                          | <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as local community, industry and the wider environment</li> <li>• describe what their products are for</li> <li>• say how their products will work</li> <li>• say how they will make their products suitable for their intended users</li> <li>• use simple design criteria to help develop their ideas</li> <li>• use information and communication technology, <ul style="list-style-type: none"> <li>• develop and communicate ideas by talking and drawing</li> </ul> </li> <li>• model ideas by exploring materials, components and construction kits and by</li> <li>• making templates and mockups</li> </ul> | <ul style="list-style-type: none"> <li>• select from a range of materials and components according to their characteristics</li> <li>• use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>• use finishing techniques, including those from art and design</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about Products</li> </ul> | <ul style="list-style-type: none"> <li>• that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> <li>• Know that food has to be farmed, grown elsewhere or caught.</li> <li>• How to prepare simple dishes safely &amp; hygienically (without heat)</li> <li>• How to cut, peel &amp; grate.</li> </ul> |

## DT Progression of Skills

| Year 3                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |
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| Area of Learning                | Designing                                                                                                                                                                                                                                                                                                                                                                                                                               | Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluating                                                                                                                                                                                                                                                                                                                                               | Technical Knowledge                                                                                                                                                                                                                                                           |
| Knowledge (National Curriculum) | <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> | <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> | <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> | <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |

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| Procedures | <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> <li>work confidently, within a range of contexts, such as the home, school, leisure, culture,</li> <li>describe the purpose of their products</li> <li>model their ideas using prototypes and pattern pieces</li> </ul> | <ul style="list-style-type: none"> <li>order the main stages of making • explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> | <ul style="list-style-type: none"> <li>refer to their design criteria as they design and make</li> <li>use their design criteria to evaluate their completed products</li> <li>Chn should consider:</li> <li>who designed and made the products</li> <li>where products were designed and made</li> <li>when products were designed and made</li> <li>whether products can be recycled or reused</li> <li>how well products achieve their purposes</li> <li>how well products meet user needs and wants</li> <li>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products (e.g. Jamie Oliver, Delia Smith.)</li> </ul> | <ul style="list-style-type: none"> <li>how to make strong, stiff shell structures</li> <li>that a single fabric shape can be used to make a 3D textiles product</li> <li>that food ingredients can be fresh, pre-cooked and processed</li> <li><u>Healthy &amp; Varied Diet.</u></li> <li>Explore grown food(tomatoes, potatoes) and caught (fish) in different countries.</li> <li>Build on eatwell plate, including drinks.</li> <li>Cook savoury dishes using a heat source</li> <li>Peeling, chopping, grating, mixing, spreading.</li> </ul> |
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## DT Progression of Skills

Year 4

| Area of Learning                | Designing                                                                                                                                                                                                                                                                                                                                                                                                                               | Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluating                                                                                                                                                                                                                                                                                                                                               | Technical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Knowledge (National Curriculum) | <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> | <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> | <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> | <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |

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| Procedures | <ul style="list-style-type: none"> <li>• work confidently, within a range of contexts, such as the home, school, leisure, culture,</li> <li>• enterprise, industry and the wider environment</li> <li>• indicate the design features of their products that will appeal to intended users</li> <li>• explain how particular parts of their products work</li> <li>• make design decisions that take account of the availability of resources</li> <li>• generate realistic ideas, focusing on the needs of the user</li> </ul> | <ul style="list-style-type: none"> <li>• select materials and components suitable for the task</li> <li>• explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>• follow procedures for safety and hygiene</li> <li>• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• identify the strengths and areas for development in their ideas and products</li> <li>• consider the views of others, including intended users, to improve their work</li> </ul> <p>Chn should consider:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> </ul> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (e.g. Archimedes)</p> | <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to control their products</li> <li>• <u>Healthy &amp; Varied Diet.</u></li> <li>• Explore grown food(wheat.) and reared (pigs, chickens)</li> <li>• Cook savoury dishes using a heat source</li> <li>• Know that food and drink are need for the body to be active/ healthy.</li> <li>• Peeling, chopping, slicing, kneading, baking.</li> </ul> |
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### DT Progression of Skills

| Year 5           |           |        |            |                     |
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| Area of Learning | Designing | Making | Evaluating | Technical Knowledge |

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| <p><b>Knowledge<br/>(National Curriculum)</b></p> | <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>       | <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> | <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> | <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>                                                                                                            |
| <p><b>Procedures</b></p>                          | <ul style="list-style-type: none"> <li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>• identify the needs, wants, preferences and values of particular individuals and groups</li> <li>• develop a simple design specification to guide their thinking</li> <li>• use annotated sketches, cross sectional drawings and exploded diagrams to develop and communicate their ideas</li> </ul> | <ul style="list-style-type: none"> <li>• explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>• accurately measure, mark out, cut and shape materials and components</li> <li>• accurately assemble, join and combine materials and components</li> <li>• Cook savoury dishes using a heat source</li> </ul>                                                                                                                                                                                                                            | <p>Chn should consider:</p> <ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products (e.g. Brunel)</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• how to program a computer to monitor changes in the environment and control their products</li> <li>• that a 3D textiles product can be made from a combination of fabric shapes</li> <li>• how to reinforce and strengthen a 3D framework</li> <li>• that a recipe can be adapted by adding or substituting one or more ingredients</li> <li>• Know that recipes can be adapted to change the appearance, taste, texture &amp; aroma.</li> </ul> |

## DT Progression of Skills

| Year 6                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Area of Learning                | Designing                                                                                                                                                                                                                                                                                                                                                                                                                               | Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluating                                                                                                                                                                                                                                                                                                                                               | Technical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Knowledge (National Curriculum) | <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> | <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> | <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> | <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> |

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| <h2>Procedures</h2> | <ul style="list-style-type: none"> <li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>• identify the needs, wants, preferences and values of particular individuals and groups</li> <li>• develop a simple design specification to guide their thinking</li> <li>• generate innovative ideas, drawing on research</li> <li>• make design decisions, taking account of constraints such as time, resources and cost</li> </ul> | <ul style="list-style-type: none"> <li>• produce appropriate lists of tools, equipment and materials that they need</li> <li>• formulate step-by-step plans as a guide to making</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> <li>• use techniques that involve a number of steps</li> <li>• demonstrate resourcefulness when tackling practical problems</li> <li>• Cook savoury dishes using a heat source</li> </ul> | <ul style="list-style-type: none"> <li>• Chn should consider:</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> <li>• Learn about inventors, designers, engineers, chefs and manufacturers who have developed</li> <li>• ground-breaking products (e.g. Carl Benz, Henry Ford.)</li> </ul> | <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• Know that different food and drink contain different substances (nutrients, water, fibre) that are needed for health.</li> </ul> |
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