

## Skills Progression

### Subject: Design and Technology

<b><u>Cooking and Nutrition:</u></b>	<b><u>Year 1:</u></b> What is the best Summer time snack?	<b><u>Year 2:</u></b> What makes a good sandwich?	<b><u>Year 3:</u></b> What tastes good on a pizza?	<b><u>Year 4:</u></b> What are all year round foods?	<b><u>Year 5:</u></b> Where does my food come from?	<b><u>Year 6:</u></b> Come dine with me?
<b>Practical Skills</b>	Tasting different flavours, sorting flavours, cut food safely, hold the equipment correctly, and understand the role of different tools.	Peeler- Peeling Grater- Grating Knife and Chopping board- Knife- Slicing Knife- Dicing	Manipulating foods in different ways (grating chocolate instead of cheese), experimenting with contrasting flavours (sweet and sour), measuring and weighing foods accurately.	Preparing foods: planting seeds, picking fruits and vegetables, washing, peeling, boiling, mashing... Explain the importance of hygiene and measuring and weighing foods using scales and thermometers.	Be safe and hygienic in a kitchen, prepare foods to create a dish, combine foods to create flavours.	Prepare foods for different tastes and dishes (orange juice to drink, orange zest in a sweet dish, and orange juice as a sauce...). Choose healthy/nutritional foods for their dishes using the food labels.
<b>Modelling Skills</b>	To be able to peel fruits correctly, identify what tools to use to eat the foods.	Hold a knife correctly, keep fingers behind the blade, move fingers as you are slicing.	Recognise what foods can be prepared in different ways, experiment with flavours, prepare different bases.	Growing own seeds, monitoring them and being able to adjust the factors for best growth.	Explore foods from different countries, how do weather conditions effect the quality of the product? Manipulate the environment to grow healthy fruits and vegetables.	Experiment with different food contents, recognise and balance fats, sugars and salts in foods. Research ingredients, supplements and substitutes in food (e.g: sugars and sweeteners)
<b>Designing Skills</b>	Children need to associate temperatures with weather, design a cold or cool snack. What would they	Children to choose equipment, ingredients to put in their sandwich,	Children to experiment with flavours choosing contrasting ingredients, designing for different	children need to collect information from their research and design a garden, allocating certain spots for seasonal	Children to design a greenhouse where they would be able to control food, location, size and temperature	Children to design a menu for their restaurant identifying meals for breakfast, lunch and dinner. Then

	need to do to the fruit?	structure the order of the sandwich.	occasions (sweet, dessert, savoury, veg, plain...)	fruits and vegetables.	conditions to best suit the growing fruits and vegs.	provide preparing methods. Also design a way in which they could collect customer feedback. Children need to design a well-balanced dietary menu.
<b>Making Skills</b>	Children to make mixed fruit frozen lollies, using lolly sticks and plastic cups.	Children to make an appetising sandwich.	Children to make a well, contrasting flavoured pizza.	Children to make a growing timetable for when the best time to grow fruits and vegetables are and then grow them in their school environment.	Children to make a mini greenhouse to grow their own seeds.	Children to design a menu and then make 3 of the dishes from the menu.
<b>Evaluating Skills</b>	Children to identify if their creation was a success. How do they know? What could they improve?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything? What would they change about the process?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything? How were you able to effectively collect feedback? Is there a more efficient way in delivering?

<b>Processes:</b>	<b>Year 1:</b> What can I build in my playground?	<b>Year 2:</b> How does a Fire Truck work?	<b>Year 3:</b> Is this the world's comfiest cushion?	<b>Year 4:</b> What's in my slipper?	<b>Year 5:</b> Can I build my own greenhouse?	<b>Year 6:</b> Am I the next great inventor?
<b>Practical Skills</b>	Cut materials safely, fold materials accurately, stick objects together.	Measure, weigh objects and materials, use different cutting, shaping techniques, join materials and components in different ways.	Accurately measure, weigh objects and materials, make cuts appropriately, sew 2 fabrics together using varied techniques.	Measure and cut accurately, use appropriate cutting, sewing, shaping techniques, explore different materials, fabrics and their consistencies.	Use tools to cut accurately and precisely, be able to measure and weigh materials, use a range of tools safely and competently.	Demonstrate competent and confident use of a range of tools, demonstrate exploration and experimentation with different materials/ fabrics and tools.
<b>Modelling Skills</b>	To join stick components together to successfully hold a structure or have a moving function.	To experiment with the measurements and weight of different materials that will be used.	To practise different stitches, explore various materials, thread a needle and sew effectively.	To practise different stitches, explore various materials, thread a needle and sew effectively. Accurately measure and interpret areas that will be effected by folds and inward stitches.	To experiment with the measurements and weight of different materials that will be used. Experiment with different structures and weights/ sizes.	To experiment with the measurements and weight of different materials that will be used to efficiently design. To be able to experiment with materials to serve various purposes.
<b>Designing Skills</b>	Children to design play equipment or a ride, identifying what materials they could use through exploration and experimentation.	Children to design a fire truck that will be able to function with all the services a fire truck should have.	Children to design a cushion identifying soft, comfortable fabrics, also identifying what stuffing would be most comfortable.	Children to design a pair of slippers, identifying the layers, what materials would be required, in different places of the slipper to serve different purposes.	Children to design a greenhouse using recycled materials, identifying how some objects can have or be given multiple uses, reduce reuse and recycle components met through the design.	Design a piece of equipment that will be used for a purpose, with a function in mind, design the structure and programming. Design the piece of equipment for a targeted audience.

<b>Making Skills</b>	Children to build a structure of play equipment/ climbing frame/ ride.	Children to make a fire truck with an extending ladder, water tank and moving wheels.	Children to sew a cushion with a pattern or image sewn on.	Children to choose the appropriate material to sew their own pair of slippers.	Children to build a greenhouse out of recycled materials to grow their own plants and flowers.	Children to build an object or tool that has a functioning purpose or mechanism.
<b>Evaluating Skills</b>	Children to use their designs to make their creations using the equipment provided.	Children to use their designs to make their creations using the equipment provided.	Children to use their designs to make their creations using the equipment provided.	Children to use their designs to make their creations using the equipment provided.	Children to use their designs to make their creations using the equipment provided.	Children to use their designs to make their creations using the equipment provided.
<b>Improving Skills</b>	Children to identify if their creation was a success. How do they know? What could they improve? Would it work in the real world?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything? What movements were they able to create?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything? What would they change about the process?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything?	Children to identify if their creation was a success. How do they know? What could they improve? Did they need to change anything? How were you able to effectively collect feedback? Could the product be available to a larger audience/ member of the public?