Allanson Street Primary School – DT Progression Document

Design process	ICT—2simple Draw a basic shape Change colour of paint tool **-Use pictures and words to plan (labelled drawing)** **- create prototypes**	ICT—paint Draw different shapes Change colours Use different sized pens to create different lines **Know what a template is and how to use it** **Develop annotated pictures to plan (annotated drawing)** **Create a mock up**	CAD - Insert basic shapes - Change colours Alter size - Use the different views -Ensure design is sat on work plane **Know what a pattern piece is** **Draw/cut around a pattern piece to create their shape** **Generate a annotated sketch**	CAD - Inserting simple circuit - Write a control programme **Develop an annotated design** **Generate an exploded diagram**	CAD - Inserting complex circuit - Write a control programme **Develop an annotated design** **Create a prototype of my product**	CAD - Insert shapes - Change colours - Alter size - Use the correct viewpoint -Add objects on top of each other to create layers **Develop an exploded diagram** **Create a pattern piece** **Generate a cross sectional design for my product**

Make	- Identify the difference between sweet and savoury. - Know about basic hygiene and safety -Know that mixing different ingredients together makes a new product -Use simple scales - Explore and use mechanisms in their products (wheels/axels/sliders/levers) - Join materials together as part of a moving product - Follow simple safety rules	- Use their knowledge of some working characteristics of materials when designing - Use a simple template for cutting out - Use the running stitch to join materials - can they measure an amount of a textile and cut it out? - Cut textiles accurately - Use a threading tool to thread the needle Make a structure with different materials	- Understand and apply the principals of a healthy and varied diet. -Use a knife safely for cutting vegetables -Peel vegetables safely - Understanding that mixing ingredients with heat creates a new product - Understand safe food storage - Practise food hygiene measures - Use the overstitch to join materials - Be able to	- Use a simple circuit and add components to it - Add electricity to create light - Make a product which uses both electrical and mechanical components - Use appropriate tools and materials accurately and safely - Use a range of components (levers and linkages) - Understand how levers and linkages all work	- Use a complex circuit in their product - Use different kinds of circuits in their product to improve it - Choose and incorporate the best kind of switch into their product - Understand how complex electrical circuits and components can be used to create functional products - Accurately assemble, join and combine materials and components - Able to reinforce and strengthen a frame structure - Measure, mark out, cut and shape materials with some accuracy - Understand that a recipe can be	- Understand that recipes can be adapted to change the taste, appearance and texture - Understand that food contains different substances (nutrients/water/fibre) that are needed for health. - Use the correct equipment to peel/chop/slice/grate/mix the ingredients. - - Practise and understand food hygiene when using meat and vegetables. - Use a heat source to create the fajita mixture - Accurately assemble, join and combine materials and components - Accurately measure, mark out, cut and shape materials - Use mechanical systems such as cams or pulleys or gears create movement - Accurately apply a range of finishing techniques - Accurately measure materials Understand that materials have both functional properties and aesthetic qualities Thread the needle independently Cut and tie thread independently Use a range of stitches Choose the best stitch for different parts of my product

		Cut materials using scissors Join materials together with adhesive materials Choose appropriate joining techniques Explore how structures can be made stronger, stiffer and more stable Identify healthy and unhealthy meals Understand main rules of food hygiene Use a knife safely with bridge hold and claw hold. Measure	tie the knot at the end of the cotton - Use the threading tool independently - Join textiles of different types - Choose textiles both for their appearance and also qualities - Add detail with running stitch - Measure and cut out using cm - Choose tools and equipment that are appropriate for the job (glue gun) - Assembling	together - Cut materials safely using scissors/craft knife - Know that linkages are made by connecting together levers. - use a variety of fastenings to create levers and linkages -Present food in an appealing way - Grate cheese safely - Use scales independently Chop ingredients safely Bake the	adapted by adding or substituting one or more ingredients - Understand that food contains different substances (nutrients/water/fibre) that are needed for health. - Use a knife to chop/slice different ingredients - Knead pastry and roll it to the correct size - Use a heat source to combine the filling of the pie - Practise and understand food hygiene when using meat and vegetables.	

		simple amounts of ingredients	components together before joining - Use folding and scoring for precision - Reinforce shell structures to make them stronger - Make the finished product neat and tidy	product - Knead dough and roll it to the correct size Practise food hygiene measures		
Evaluation	Talk about their own work and things that other people have done Does the product meet the design criteria? Recognise what has worked well. Recognise what could be improved.	Explain why they chose a certain textile Does the product meet the design criteria? Does the product meet it's intended purpose? Recognise what has	Does the product meet the design criteria? Does the product meet it's intended purpose? Assess how well the product works Willing to make changes if this helps	Does the product meet the design criteria? Does the product meet it's intended purpose? Assess how well the product works Willing to make	Evaluate their product against their design specification Does the product meet it's intended purpose? Willing to make changes if this helps them to improve their work Consider the views of others to improve their work.	Evaluate their product against their design specification How well the product has been made Does the product meet it's intended purpose? Assess how well the product works Willing to make changes if this helps them to improve their work Consider the views of others to improve their work. Refine the quality of the finished product including making annotations on the design Demonstrate that their product is fit for purpose.

		worked well. Recognise what could be improved. Assess how well the product works	them to improve their work	changes if this helps them to improve their work Consider the views of others to improve their work.	Identify strengths of their product Assess areas the product could be improved Refine the quality of the finished product including making annotations on the design	