

Our Lady of Perpetual Succour Catholic Primary School



Design and Technology KS2 Progression

	Year 3		Year 4		Year 5		Year 6	
	I can statements	Lesson I can statements	I can statements	Lesson I can statements	I can statements	Lesson I can statements	I can statements	Lesson I can statements
Autumn 1	<p>I can cook savoury dishes safely and hygienically.</p> <p>I can describe a balanced diet.</p> <p>I can recognise eating healthy food and drink are needed to provide energy for the body.</p>	<p>I can design and make a healthy Greek meal.</p> <p>I can make a healthy Greek meal.</p> <p>I can evaluate my meal and discuss what I could change.</p>	<p>I can explore and talk about different battery powered products.</p> <p>I can generate, develop and communicate my ideas through discussion and annotated sketches.</p> <p>I can use electrical components to make a switch circuit.</p> <p>I can evaluate my switch circuit, identifying the strengths and areas for improvement.</p>	<p>I can explore using a switch in a circuit and talk about the how it works.</p> <p>I can explore making different switches using different materials.</p> <p>I can make a simple switch circuit with a switch.</p> <p>I can reflect on my switch circuit and talk about how it could be improved.</p>			<p>I can talk about key inventors.</p> <p>I can describe the purpose of my product.</p> <p>I can generate and develop my ideas through discussion, annotated sketches and representations of electrical circuits.</p> <p>I can accurately and securely connect electrical components to produce a reliable, functional product.</p> <p>I can evaluate and modify my product</p>	<p>I can explain how different electrical products work.</p> <p>I can design and create an annotated sketch of my electrical circuit or circuit diagram.</p> <p>I can make a reliable, functional electrical product.</p> <p>I can evaluate my electrical product and talk about what I used to make it and how I could improve it.</p>

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							to match the initial design specification.	
Autumn 2			<p>I can cook savoury dishes safely and hygienically.</p> <p>I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I can explain and talk about where and how a variety of ingredients are grown.</p> <p>I can select from a range of ingredients to make a healthy meal.</p>	<p>I can design a healthy Mediterranean meal.</p> <p>I can make a healthy Mediterranean meal.</p> <p>I can evaluate my Mediterranean meal and talk about what ingredients I would change.</p>	<p>I can investigate and analyse textile products.</p> <p>I can develop innovative ideas through talking, drawing, templates and where appropriate CAD.</p> <p>I can design a purposeful, functional, appealing product for the intended user.</p> <p>I can select and use a range of tools and equipment to make a product that is accurately assembled and well finished.</p> <p>I can compare the final product to the</p>	<p>I can talk about my ideas and plan how I am going to make my apron.</p> <p>I can design an apron using felt and combining fabric.</p> <p>I can make an apron using felt and sewing technique.</p> <p>I can reflect on my original design and talk about what challenges I faced and how I overcame them.</p>	<p>I can generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>I can formulate a clear plan, including a step by step list of what needs to be done and resources I will need.</p> <p>I can safely and securely make a shelter that is stable and fit for its purpose.</p> <p>I can use my knowledge to strengthen, stiffen and reinforce my shelter.</p> <p>I can critically evaluate my shelter against the design specification,</p>	<p>I can look at and discuss the effectiveness of different types of shelters.</p> <p>I can design a shelter thinking about its purpose.</p> <p>I can make a shelter using tarp and rope.</p> <p>I can suggest ways to make my shelter more stable.</p> <p>I can critically evaluate my shelter and discuss how effective it is.</p>

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					original design specification.		carrying out appropriate tests.	
Spring 1	<p>I can generate my own design through discussion and focusing on the needs of the user.</p> <p>I can create prototypes to develop, model and communicate my ideas.</p> <p>I can use appropriate tools to cut, shape and join paper and card.</p> <p>I can understand and use lever and linkages mechanisms.</p>	<p>I can design a flag using levers and linkages.</p> <p>I can explore levers and linkages and talk about how they work.</p> <p>I can make a flag using levers and linkages.</p> <p>I can evaluate my flag talking about how effective it is.</p>	<p>I can develop my ideas through annotated sketches.</p> <p>I can order the main stages of making.</p> <p>I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble.</p> <p>I can explain my choice of materials.</p> <p>I can use finishing techniques suitable for the product.</p> <p>I can develop and use knowledge of how to construct strong, stiff shell structures.</p>	<p>I can look at pictures of an amphitheatre and talk about the structure and how it was built.</p> <p>I can design my own amphitheatre and write about what materials I will use to make it and why.</p> <p>I can make an amphitheatre structure using finishing techniques.</p> <p>I can evaluate my amphitheatre and talk about the structure and what techniques I used.</p>	<p>I can generate ideas through research, surveys, interviews and questionnaires.</p> <p>I can formulate a step by step plan and if appropriate allocate tasks within a team.</p> <p>I can make a mechanical system using a range of tools and equipment.</p> <p>I can test my product with the intended user and evaluate the quality of the design.</p>	<p>I can talk about what a mechanical system is.</p> <p>I can design a mechanical system using pulleys and gears.</p> <p>I can make a mechanical system using pulleys and gears.</p> <p>I can evaluate and reflect on the process when making my mechanical system.</p>		

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<p>Spring 2</p>					<p>I can prepare and cook a dish using a variety of cooking techniques.</p> <p>I can explain and talk about where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I can use utensils and equipment including heat sources to prepare and cook food.</p> <p>I can talk about how key chefs have influenced eating habits to promote varied and healthy diets.</p>	<p>I can design a cooked healthy meal and plan which cooking processes I will use.</p> <p>I can make a cooked healthy meal and use utensils and cooking methods safely.</p> <p>I can evaluate my healthy meal and suggest improvements.</p>		
<p>Summer 1</p>	<p>I can generate ideas through discussion.</p> <p>I can select the correct fabrics and fastenings that are</p>	<p>I can design a Victorian trinket.</p> <p>I can talk about different textiles and</p>						

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	<p>suitable for the chosen purpose.</p> <p>I can select and use finishing techniques suitable for the product.</p> <p>I can select and use a range of tools with some accuracy.</p> <p>I can securely join two pieces of fabric together.</p> <p>I can test my product against the original design criteria.</p>	<p>what they could be used for.</p> <p>I can make a Victorian trinket using a layering technique.</p> <p>I can evaluate my Victorian trinket to my original design criteria.</p>						
Summer 2							<p>I can prepare and cook a dish using a variety of cooking techniques.</p> <p>I can use utensils and equipment including heat sources to prepare and cook food.</p>	<p>I can design a sustainable, fair trade healthy meal, choosing ingredients.</p> <p>I can make a sustainable, fair trade healthy meal.</p>

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							<p>I can talk about seasonality in relation to food products and the source of different food products.</p> <p>I can use relevant technical vocabulary (e.g. carbohydrate, protein, fat, vitamins, nutrition, seasonality).</p>	<p>I can evaluate my healthy meal.</p>
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