



**St Walburga's Catholic Primary School**  
**Whole School Design and Technology Progression Overview**



**EYFS**

**Early Learning Goal / EYFS Ages and Stages: Expressive arts and design: Exploring and Using media and materials / Being imaginative**

- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Early Learning Goals: Expressive arts and design**

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Key stage 1**

**Subject content Key stage 1**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

**Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## Key Stage 2

### Subject Content- Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
  - understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
  - apply their understanding of computing to program, monitor and control their products.

**This document aims to give guidance on the progression of Design Technology knowledge, skills and techniques across the year groups. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.**

**Potential GD pupils should also be encouraged to record more independently and freely as well as be encouraged to experiment with and use materials of their own choice. Their increasingly critical thinking and in-depth evaluation of their own and others' Design and Technology work should be reflected in their books and the products they create with increasing confidence and independence of thought.**

<b>Teaching Sequence in Design and Technology – scheme of lessons following D T process</b>	1. Teacher delivers a design brief, posing a problem to be solved in a context the children understand.
	2. Children research existing products and possible construction materials/ ingredients/ tools
	3. Children create their own design, in response to the brief and their research.
	4. Children make their product .
	5. Children critically evaluate their work

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RESEARCH</b>	<ul style="list-style-type: none"> <li>Children look at familiar objects and begin to explain what they like and dislike about them.</li> <li>Children disassemble familiar objects to explore how they work.</li> <li>Children talk to family members about familiar objects to decide what they like and discuss about them</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products, discussing how they are made and how they work.</li> <li>Discuss how these products could help them with their own design</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products, discussing how they are made and how they work.</li> <li>Discuss how these products could help them with their own design</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>
<b>DESIGN</b>	<ul style="list-style-type: none"> <li>Talk about what they want to make in relation to the design brief and what they have observed.</li> <li>Draw a simple picture to help them record their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they want to make, in relation to the design brief and their research.</li> <li>Draw a simple picture of their product and add some words, e.g. its parts/materials.</li> <li>Choose the materials/ ingredients/tools they will use, from a limited selection.</li> <li>Write down some of the materials/ ingredients/tools they will need, using a word bank to help them.</li> <li><b>Food and cookery</b></li> <li>Understand the basic principles of a healthy and varied</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they want to make in relation to the design brief and their research.</li> <li>Draw a labelled picture of their product, which may include parts, components, materials.</li> <li>Choose the materials/ ingredients/tools they will use, from a selection.</li> <li>Write a list of the materials/ ingredients/tools they will need.</li> <li><b>Food and cookery</b></li> <li>Understand that the basic principles of a healthy and varied</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop some of their own design criteria.</li> <li>Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>Indicate where a mechanism will go and briefly explain how it will function.</li> <li>Choose the materials/ ingredients/tools they will use, based on their suitability for the task.</li> <li>List the materials/ ingredients/tools they will need.</li> <li>Order the main stages of making.</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop some of their own design criteria.</li> <li>Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>Indicate where electrical components will go and briefly explain how they will function.</li> <li>Choose the materials/ ingredients/tools they will use, based on their suitability for the task.</li> <li>List the materials/ ingredients/tools they will need.</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop their own design criteria.</li> <li>Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections.</li> <li>Indicate where/how materials will be joined in order to create a stable structure.</li> <li>Choose the materials/ ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate. List the materials/</li> </ul>	<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> <li>Use their research to develop some of their own design criteria.</li> <li>Draw a fully labelled sketch/diagram of</li> </ul>

		<p>diet and that they are designing a healthy dish.</p> <ul style="list-style-type: none"> <li>• Create a basic recipe, using drawings.</li> </ul>	<p>diet feature within their design.</p> <ul style="list-style-type: none"> <li>• Create a basic recipe, using drawings and labels.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food and cookery</b> • Use the principles of a healthy and varied diet to help inform their design decisions.</li> </ul>	<p>Order the main stages of making.</p> <ul style="list-style-type: none"> <li>• Use computer aided design.</li> <li>• <b>Food and cookery</b></li> <li>• Use the principles of a healthy and varied diet to help inform their design decisions.</li> <li>• Understand seasonality and locality of food and use this knowledge when designing their product.</li> <li>• Create/adapt a recipe, including some weight/volume measurements.</li> </ul>	<p>ingredients/tools they will need.</p> <ul style="list-style-type: none"> <li>• Write (brief) instructions for how they intend to make their product.</li> </ul>	<p>their product, including accurate measurements.</p> <ul style="list-style-type: none"> <li>• Indicate where the mechanism will go in their design and how they will incorporate it</li> <li>• Choose the materials/tools they will use, based on their suitability for the task.</li> <li>• List the materials/ ingredients/tools they will need.</li> <li>• Order the main stages of making.</li> </ul> <p>Create a prototype to test out their ideas</p> <ul style="list-style-type: none"> <li>• <b>Food and cookery</b></li> <li>• Independently apply the principles of a healthy and varied diet to inform their design decisions. • Apply their knowledge of seasonality and locality of food to plan healthy meals</li> </ul>
<p><b>MAKE - MECHANISM</b></p>	<p>Make a slider picture – explore the mechanism</p>	<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 according to their characteristics</li> <li>• Mark materials before cutting.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a box for the cart – the task is around fitting the wheels to the mechanism rather than making the structure</li> <li>• Mark materials before cutting and sometimes measure.</li> <li>• Cut paper and other materials safely and</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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</li> </ul>

	<ul style="list-style-type: none"> <li>• Cut paper and other materials safely and with some accuracy.</li> <li>• Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying.</li> <li>• Use simple components, such as split pins.</li> <li>• Create a basic mechanism (lever/slider).</li> <li>• Test their product as they work.</li> </ul>	<p>with increasing accuracy. Use paper strips to attach axel to box</p> <ul style="list-style-type: none"> <li>• Begin to choose the most effective joining methods for the task/materials.</li> <li>• Use simple components, such as ready cut axels and wheels.</li> <li>• Test their product as they work, to see if it meets the requirements of the intended user.</li> <li>•</li> </ul>	<p>including construction materials, according to their functional qualities and aesthetic properties.</p> <ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Incorporate a further element such as a bridge to go under or trap door to avoid – think about the way in which this should be joined.</li> <li>• Pay attention to the finishing of their product.</li> </ul>	<p>including construction materials, according to their functional qualities and aesthetic properties.</p> <ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use electrical systems in their products, for example circuits incorporating simple switches.</li> <li>• Pay attention to the finishing of their product</li> <li>•</li> </ul>	<p>including construction materials, according to their functional qualities and aesthetic properties.</p> <ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments , and sometimes anticipating problems, to ensure their product meets the design criteria.</li> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use mechanisms in their products, for example levers, pulleys and cogs</li> <li>• Create a polished and well-finished product.</li> </ul>	<p>construction materials, according to their functional qualities and aesthetic properties.</p> <ul style="list-style-type: none"> <li>• Measure and mark materials accurately before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments and striving to address any anticipated problems to ensure their product meets the design criteria.</li> <li>• Incorporate a hydraulic mechanism, paying attention to how it should be joined to the product to allow it to work efficiently.</li> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Create a polished and well-finished product</li> </ul>
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<p><b>MAKE - CONSTRUCTION</b></p>	<p>- Uses various construction materials.</p> <p>-Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>-Joins construction pieces together to build and balance.</p> <p>-Constructs with a purpose in mind, using a variety of resources.</p> <p>-Explore materials, tools and techniques through painting, printing, collage and scissor practice.</p> <p>-Children use what they have learnt about materials and begin to select the appropriate materials and tools for the task.</p> <p>-Cut paper and other materials safely and with some accuracy. - Join paper and other materials using a variety of basic methods such as gluing, taping, stapling, tying.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Test their product as they work.</li> <li>• Experiment with ways to make a structure stiffer/more stable as they work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark materials before cutting and sometimes measure.</li> <li>• Cut paper and other materials safely and with increasing accuracy.</li> <li>• Begin to choose the most effective joining methods for the task/materials.</li> <li>• Use simple components, such as split pins.</li> <li>• Test their product as they work, to see if it meets the requirements of the intended user.</li> <li>• Apply their knowledge of materials to make a structure stiffer/ more stable as they work.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>• Create a working mechanism (levers and linkages) and incorporate it into their product.</li> <li>• Pay attention to the finishing of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Score and fold paper/card accurately.</li> <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, according to their functional properties and aesthetic qualities.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply their prior knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of equipment to perform practical tasks, for example cutting, shaping, joining and finishing accurately.</li> <li>• Select from and use a wider range of 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, according to their functional qualities and aesthetic properties.</li> <li>• Measure and mark materials before cutting. – use a set square to mark right angles. Measure a piece of cardboard to fix to back to reinforce</li> <li>• Cut materials accurately, using appropriate tools. Use a hand saw and bench hook to cut right angles.</li> <li>• Join a range of materials using a</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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, according to their functional qualities and aesthetic properties.</li> <li>• Measure and mark materials accurately before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task. Use corner method to construct three-dimensional structure</li> <li>• Cover structure in clear plastic – consider best way to attach, fold on corners etc.</li> <li>• Test their product as they work, making informed adjustments and striving to address any anticipated problems to ensure</li> </ul>
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					<p>understanding to make structures stiffer/ more stable as they work.</p> <ul style="list-style-type: none"> <li>• Pay attention to the finishing of their product.</li> </ul>	<p>variety of methods, usually choosing the method most suited to the task. Use hot glue gun to fix joints and stapler to reinforce. Use PVA glue to attach card to back.</p> <ul style="list-style-type: none"> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Pay attention to the finishing of their product. Think about decorating before they put the picture in the frame!</li> </ul>	<p>their product meets the design criteria.</p> <ul style="list-style-type: none"> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Create a polished and well-finished product..</li> <li>•</li> </ul>
<b>MAKE-TEXTILES</b>	<ul style="list-style-type: none"> <li>• with support, children cut fabric for collage. They consider different properties such as colour and texture in their choices</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select from a range of fabrics to create an appliqué flag. Cut with adult support, glue to create flag.</li> <li>• With adult support, sew a simple seam along the edge of the flag using running stitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Making/using simple paper pattern pieces.</li> <li>• Cutting fabric carefully.</li> <li>• Learning sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing using running stitch, attempting to</li> </ul>	<ul style="list-style-type: none"> <li>• Making/using simple paper pattern pieces.</li> <li>• Cutting fabric carefully.</li> <li>• Learning sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing using running stitch, and cross stitch attempting to</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of 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,</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of materials and components including construction materials, according to their functional qualities and aesthetic properties.</li> <li>• Select from a range of techniques to decorate fabric e.g. Tie-dye, batik, printing</li> </ul>

			<p>produce neat, equal stitches</p> <ul style="list-style-type: none"> <li>• Creating a design on fabric using applique.</li> <li>• Creating a design on fabric using pens/paint.</li> </ul>	<p>produce neat, equal stitches</p> <ul style="list-style-type: none"> <li>• Creating a design on fabric using stitches</li> </ul>		<p>according to their functional qualities and aesthetic properties.</p> <ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy before cutting. – use a paper pattern for bag, incorporating a seam allowance.</li> <li>• Use a paper pattern to cut out any decorations to be added to the bag</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• With adult support, use a sewing machine to complete straight seams around the bag.</li> <li>• Use PVA glue or fabric glue to attach decorations</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy before cutting. – use a paper pattern banner shape.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task. Select from range of fixings to attach fabric around the dowel.</li> <li>• Cut dowel to appropriate size using a saw and bench hook</li> <li>• Attach hanging thread – drill hole or cut groove in dowel to prevent thread from slipping</li> <li>• Use PVA glue or fabric glue to attach decorations</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> </ul>
<b>MAKE - FOOD</b>	<ul style="list-style-type: none"> <li>• Taste different foods – <b>express preferences and talk about likes and dislikes.</b></li> <li>• Make a gingerbread person.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures with support – washing hands; washing fruit/veg cleaning surfaces before and after preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures with support – washing hands; washing fruit/veg cleaning surfaces before and after preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes</li> </ul>		<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes during</li> </ul>

	<ul style="list-style-type: none"> <li>• With adult support, follow a recipe.</li> <li>• Observe measuring and talk about ingredients.</li> <li>• <b>Mix, roll and cut using a cutter.</b></li> <li>• <b>Observe basic food hygiene procedures with support</b> – washing hands; cleaning surfaces before and after preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>• Peel fruit where necessary.</li> <li>• Use a knife and chopping board safely.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Peel Veg where necessary.</li> <li>• Use a knife and chopping board to neatly chop ingredients</li> <li>• Use a spoon to add condiments</li> <li>• Carefully roll up the wrap</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves.</li> </ul>	<p>before and after preparing food.</p> <ul style="list-style-type: none"> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Make a simple sauce.</li> <li>• Knead and roll out the dough</li> <li>• Cook the product in the oven, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>	<p>during a range of cooking technique</p> <ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Use a range of cooking techniques – cream, grate, fold, roll</li> <li>• Cook the product in the oven, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>		<p>a range of cooking technique</p> <ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Use a range of cooking techniques – cream, grate, fold, roll.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>
<p><b>EVALUATE</b></p>	<p>Talk about what they have made, what they like about it and begin to describe what went well and what they would change.</p>	<ul style="list-style-type: none"> <li>• Describe what went well and which aspects of their products they are pleased with.</li> <li>• Describe anything that didn't work as well and any changes they had to make</li> <li>• Discuss whether they think their intended user will like the product and why</li> <li>• (Can be done verbally or written)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what went well and which aspects of their products they are pleased with.</li> <li>• Describe anything that didn't work as well and any changes they had to make</li> <li>• Discuss whether they think their intended user will like the product and why</li> <li>• Suggest how their product could be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/ improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Discuss whether the product meets the requirement of the brief/needs of the user – is it fit for purpose?</li> <li>• Analyse what went well in the process and what they would change.</li> <li>• Discuss any problems they experienced and how they overcame them</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Discuss whether the product meets the requirement of the brief/needs of the user – is it fit for purpose?</li> <li>• Analyse what went well in the process and what they would change.</li> <li>• Discuss any problems they experienced and how they overcame them</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Use peer review to review and adapt their design while working.</li> <li>• Discuss whether the product meets the requirement of the brief/needs of the user – is it fit for purpose?</li> <li>• Analyse what went well in the process and what they would change.</li> <li>• Discuss any problems they experienced and</li> </ul>

					<ul style="list-style-type: none"><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 how key events and individuals in design and technology have helped shape the world</li></ul>	<p>how they overcame them</p> <ul style="list-style-type: none"><li>• Understand how key events and individuals in design and technology have helped shape the world</li></ul>
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