

This document outlines the progression of design and technology objectives, separated into the following areas:

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	Early Years Designers:	Key Stage One Designers:	Lower Key Stage Two Designers:	Upper Key Stage Two Designers:
Construction	<p>Design:</p> <ul style="list-style-type: none"> I can explore the strength of different materials. (CyA:Sp2) I can design a bird box. (CyA:Sp2) I can test materials whilst planning my design. (CyB:Au2) 	<p>Design:</p> <ul style="list-style-type: none"> I know who the intended user of my product is. (CyA:Au2; CyB:Au2) I can explore existing products. (CyA:Au2; CyB:Au2) I can design products that have a clear purpose and an intended user. (CyA:Au2; CyB:Au2) 	<p>Design:</p> <ul style="list-style-type: none"> I can produce cross-sectional diagrams to plan my design. (CyA:Au2) I know that I must design with my intended user in mind. (CyA:Sp2) I can create annotated sketches to plan my design. (CyA:Sp2) I can create a prototype to design a large product. (CyA:Sp2) I can investigate and analyse existing products to observe how a pulley system works. (CyB:Au2) I can design a functional structure. (CyB:Au2) I can communicate my ideas by drawing annotated sketches and exploded diagrams. (CyB:Su2) I can investigate and analyse existing designs when planning my snapping crocodile. (CyB:Su2) 	<p>Design:</p> <ul style="list-style-type: none"> I can design a prototype of my building. (CyA:Au2) I can use research to develop a structure that is fit for purpose. (CyA:Au2) I can generate ideas through discussion, annotated sketches and cross-sectional diagrams. (CyA:Sp2) I can communicate my ideas by creating annotated sketches and exploded diagrams. (CyB:Au2) I can design a functional structure. (CyB:Su2)
	<p>Make:</p> <ul style="list-style-type: none"> I can carefully cut strong materials, using the correct tools, with the support of an adult. (CyA:Sp2) I can cut within a few centimetres of a line, using scissors. (CyB:Au2) I can join materials using glue. (CyA:Sp2) I can shape plasticine using my fingers. (CyB:Au2) 	<p>Make:</p> <ul style="list-style-type: none"> I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. (CyA:Au2; CyB:Au2) I can measure and mark out to the nearest centimetre. (CyA:Au2; CyB:Au2) I can demonstrate a range of joining techniques, such as gluing and hinges. (CyA:Au2; CyB:Au2) 	<p>Make:</p> <ul style="list-style-type: none"> I can cut along a line accurately and neatly. (CyA:Au2) I can create a conical net. (CyA:Au2) I can use a slit and tab to join without glue. (CyA:Au2) I can select materials and components that are fit for purpose. (CyA:Sp2) I can apply my knowledge of electrical circuits to add a light to my design. (CyA:Sp2) I can join construction materials to make a sturdy structure. (CyB:Au2) I can use a pulley system to create a moving part. (CyB:Au2) I can select and use the correct tools to join my materials. (CyB:Su2) 	<p>Make:</p> <ul style="list-style-type: none"> I can use saws to cut wood to size. (CyA:Au2) I can use sanding to give a smooth finish. (CyA:Au2) I can use wood, saws and sandpaper to create a structure for my building. (CyA:Sp2) I can use electrical circuits to add lightbulbs and a buzzer to my building. (CyA:Sp2) I can select from a wide range of materials and components, according to their functional properties. (CyB:Au2) I can join construction materials to make a sturdy structure. (CyB:Su2) I can use a pulley system to create a moving part. (CyB:Su2)
	<p>Evaluate:</p> <ul style="list-style-type: none"> I can say what I like about my bird house. (CyA:Au2) I can recount how I made my bird house. (CyA:Au2) I can recount how I made my floating boat. (CyB:Au2) I can explain why it was helpful to test materials before making my boat. (CyB:Au2) 	<p>Evaluate:</p> <ul style="list-style-type: none"> I can refine my designs as work progresses. (CyA:Au2; CyB:Au2) 	<p>Evaluate:</p> <ul style="list-style-type: none"> I can evaluate the success of my model and explain how it could be improved. (CyA:Au2) I know how the inventions of Thomas Edison have helped to shape the world. (CyA:Sp2) I can evaluate my design and suggest improvements. (CyB:Au2) I can evaluate my product against my own existing design. (CyB:Su2) 	<p>Evaluate:</p> <ul style="list-style-type: none"> I can test my product to check that it would withstand an earthquake. I can use this test to influence future designs. (CyA:Au2) I can consider the views of others to improve my work. (CyA:Sp2) I can evaluate my products against my own design criteria. (CyB:Au2) I can investigate and analyse existing products to observe how a pulley system works. (CyB:Su2) I can evaluate my design and suggest improvements by comparing my design to other people's designs. (CyB:Su2)

Construction	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I know how a net folds to make a 3D shape. (CyA:Sp2) • I know that different materials are suitable for different purposes. (CyB:Au2) • I know that some materials are strong and some materials are weak. (CyA:Sp2) • I know how to use tools safely. (CyA:Sp2) • I know how to shape materials such as plasticine. (CyB:Au2) • I know how to cut materials safely using scissors. (CyB:Au2) • I know how to cut materials accurately using scissors. (CyB:Au2) 	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I know that the process for designing and making involves researching, creating and evaluating. (CyA:Au2; CyB:Au2; CyA:Sp2) • I know how to keep myself and others safe when using equipment and tools. (CyA:Au2; CyB:Au2; CyA:Sp2) 	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I know how to mix solutions safely. (CyA:Au2) • I know how to strengthen, stiffen and reinforce the conical volcano structure. (CyA:Au2) • I know how to use a safety scalpel to cut a slit. (CyA:Au2) • I know that products must be fit for purpose. (CyA:Sp2) • I know that the triangular shape is used within structures for strength. (CyA:Sp2) • I know how key events and individuals have helped to change the world. (CyB:Au2) • I know how to use pulleys and cams to create a moving part. (CyB:Au2) • I know how to use mechanical systems such as levers and linkages to make a product with moving parts. (CyB:Su2) • I know the difference between levers and linkages. (CyB:Su2) 	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I know how to strengthen and stiffen complex structures. (CyA:Au2) • I know that triangles are used in structures for strength. (CyA:Au2) • I know how to use electrical systems to add lighting and a doorbell to my building. (CyA:Sp2) • I know how to use mechanical systems, such as gears, pulleys, cams, levers and linkages, in my product. (CyB:Au2) • I know how to use electrical systems such as motors to make a moving product. (CyB:Au2) • I know how to use a pulley system to create an opening door. (CyB:Su2)
	<p>net shape materials strong weak properties tools safely strength join waterproof float sink cut</p>	<p>cutting folding gluing safe safely designing evaluate exploring</p>	<p>solutions safety precautions conical joining techniques finishing cross-sectional diagram electrical circuit waterproof fit for purpose prototype model strength structure pulley system functional cams mechanical system lever linkage exploded diagram</p>	<p>product testing triangular series circuit switches buzzers cells motors electrical systems mechanical systems functions pulley system tension</p>

	Early Years Designers:	Key Stage One Designers:	Lower Key Stage Two Designers:	Upper Key Stage Two Designers:
Sewing	Design: <ul style="list-style-type: none"> I can design a sock puppet. (CyA: Au2) I can design a hat. (CyB: Sp1) 	Design: <ul style="list-style-type: none"> I can explore existing designs. (CyA: Sp2; CyB: Sp1) 	Design: <ul style="list-style-type: none"> I know how the invention of electronic sewing machines helped to shape the world. (CyB: Sp1) I can use research to design an appealing product. (CyB: Sp1) I can develop my design by analysing pattern pieces from 1960s fashion. (CyB: Sp1) 	Design: <ul style="list-style-type: none"> I can use research to develop an appealing design. (CyB: Sp1)
	Make: <ul style="list-style-type: none"> I can cut material safely. (CyA: Au2; CyB: Sp1) I can cut within a few centimetres of the line. (CyA: Au2; CyB: Sp1) I can push a needle through two pieces of material. (CyA: Au2; CyB: Sp1) I can pull thread through two pieces of fabric. (CyA: Au2; CyB: Sp1) I can use a glue spreader to attach eyes to my sock puppet. (CyA: Au2) 	Make: <ul style="list-style-type: none"> I can shape textiles using templates. (CyA: Sp2; CyB: Sp1) I can join textiles using running stitch. (CyA: Sp2; CyB: Sp1) I can sew sequins onto my design. (CyA: Sp2; CyB: Sp1) 	Make: <ul style="list-style-type: none"> I can use the backstitch to join my fabric. (CyB: Sp1) I can tie a knot at the end of my thread. (CyB: Sp1) I can thread a needle with a large eye. (CyB: Sp1) I can sew my fabric with right sides together and then turn them inside out to give a smooth finish. (CyB: Sp1) 	Make: <ul style="list-style-type: none"> I know how to the blanket stitch to join fabrics. (CyB: Sp1) I can cut materials with precision. (CyB: Sp1) I can create my own Elizabethan costume accessory, using a blanket stitch to create a finished edge. (CyB: Sp1) I can select from a wide range of textiles. (CyB: Sp1)
	Evaluate: <ul style="list-style-type: none"> I can say what I like about my sock puppet. (CyA: Au2) I can recount how I made my sock puppet. (CyA: Au2) I can say what I like about my teddy bear’s hat. (CyB: Sp1) I can recount how I made my teddy bear’s hat. (CyB: Sp1) 	Evaluate: <ul style="list-style-type: none"> I can refine my designs as work progresses. (CyA: Sp2; CyB: Sp1) 	Evaluate: <ul style="list-style-type: none"> I can evaluate my product against my own design. (CyB: Sp1) 	Evaluate: <ul style="list-style-type: none"> I can consider the view of others when evaluating my final product. (CyB: Sp1)
	Technical Knowledge: <ul style="list-style-type: none"> I know how to use a needle safely. (CyA: Au2; CyB: So1) I know how to join two materials using a needle and thread. (CyA: Au2; CyB: Sp1) I know how to use scissors safely to cut. (CyA: Au2; CyB: Sp1) 	Technical Knowledge: <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. (CyA: Sp2; CyB: Sp1) I know how to keep myself and others safe when using equipment and tools. (CyA: Sp2; CyB: Sp1) 	Technical Knowledge: <ul style="list-style-type: none"> I know how to use right sides together to hide stitching to create a smooth finish. (CyB: Sp1) 	Technical Knowledge: <ul style="list-style-type: none"> I know how to use interfacing to stiffen fabric. (CyB: Sp1)
	needle thread join material fabric cut safe design push pull	stitching thread running stitch textile template design	backstitch right sides together inside out finishing fabric	blanket stitch precision finishing

	Early Years Designers:	Key Stage One Designers:	Lower Key Stage Two Designers:	Upper Key Stage Two Designers:
Food Technology	Design: <ul style="list-style-type: none"> I can plan my recipe by exploring my likes and dislikes when tasting foods. (CyA:Su1; CyB:Su2) 	Design: <ul style="list-style-type: none"> I can design products that have a clear purpose and an intended user. (CyASu1; CyB:Su2) I can taste ingredients to identify likes and dislikes. (CyASu1; CyB:Su2) I can explore how products have been created by studying a simple recipe. (CyASu1; CyB:Su2) 	Design: <ul style="list-style-type: none"> I can use research to design appealing products. (CyA:Su1) I can create a prototype with an intended consumer in mind. (CyA:Su1) 	Design: <ul style="list-style-type: none"> I can use research to design appealing products. (CyA:Su1) I can create a prototype with an intended consumer in mind. (CyA:Su1)
	Make: <ul style="list-style-type: none"> I can peel an orange and a banana. (CyA:Su1; CyB:Su2) I can use a knife to cut fruit safely, with the support of an adult. (CyA:Su1; CyB:Su2) 	Make: <ul style="list-style-type: none"> I can cut, peel or grate ingredients safely and hygienically. (CyASu1; CyB:Su2) I can measure or weigh using measuring cups or electronic scales. (CyASu1; CyB:Su2) I can assemble or cook ingredients. (CyASu1; CyB:Su2) 	Make: <ul style="list-style-type: none"> I can use scales to weigh and measure accurately to the nearest gram. (CyA:Su1) I can melt chocolate safely. (CyA:Su1) I can select ingredients based on their properties. (CyA:Su1) I can follow a recipe. (CyA:Su1) 	Make: <ul style="list-style-type: none"> I can whisk my ingredients. (CyA:Su1) I can use scales to weigh and measure accurately to the nearest gram. (CyA:Su1) I can select ingredients based on their properties. (CyA:Su1) I can follow a recipe. (CyA:Su1)
	Evaluate: <ul style="list-style-type: none"> I can say what I like about my recipe. (CyA:Su1; CyB:Su2) I can recount how I made my recipe. (CyA:Su1; CyB:Su2) 	Evaluate: <ul style="list-style-type: none"> I can review my recipe. (CyASu1; CyB:Su2) 	Evaluate: <ul style="list-style-type: none"> I can gather feedback about my product to evaluate it. (CyA:Su1) 	Evaluate: <ul style="list-style-type: none"> I can gather feedback about my product to evaluate it. (CyA:Su1)
	Technical Knowledge: <ul style="list-style-type: none"> I know how to use a knife safely to cut pieces of fruit. (CyA:Su1; CyB:Su2) I know how to peel ingredients. (CyA:Su1; CyB:Su2) 	Technical Knowledge: <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. (CyASu1; CyB:Su2) I know how to keep myself and others safe when using equipment and tools. (CyASu1; CyB:Su2) 	Technical Knowledge: <ul style="list-style-type: none"> I know how to use electric scales to weigh out ingredients. (CyA:Su1) I know how to heat ingredients safely. (CyA:Su1) 	Technical Knowledge: <ul style="list-style-type: none"> I know how to use electric scales to weigh out ingredients. (CyA:Su1) I know how to use an electric whisk safely. I know how to heat ingredients safely. (CyA:Su1) I know how to use a computer programme to evaluate the nutritional values of my ingredients. (CyA:Su1)
	peel cut recipe slice chop mix plan	healthy diet peeling chopping tasting evaluating ingredients weighing measuring cook taste likes dislikes	produced ingredients (un)healthy grams content consumer	prepare utensils whisking measuring recipe nutritional values