

## Hill West Primary School Progressive Learning Journey for Design Technology



	Design, Make and Evaluate using Technical Knowledge	Cooking and Nutrition
<b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>1</b>	<p>I can describe what my product is for and how it works.</p> <p>I am beginning to use a simple design criteria to help develop my ideas.</p> <p>I can select from a range of tools and equipment explaining my choices.</p> <p>I am beginning to use a range of materials, including textiles.</p> <p>I am beginning to assemble and join materials and components to help me build a boat that floats.</p> <p>I can make simple judgements about my products and ideas against a simple criteria.</p> <p>I am beginning to evaluate existing products.</p> <p>I can build structures and use mechanisms for example a folding out gangway.</p> <p>I can complete a simple running stitch in order to make a puppet.</p> <p>I am beginning to know how structures can be made stronger, stiffer and more stable.</p>	<p>I can follow procedures for safety and hygiene.</p> <p>I can follow a recipe, for example when making a gingerbread person.</p> <p>I can adapt a recipe to make smaller or greater quantities.</p> <p>I can demonstrate an awareness that all food comes from plants or animals.</p> <p>I can demonstrate an understanding of foods which are healthy and unhealthy.</p>

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<b>Y</b> <b>e</b> <b>a</b> <b>r</b> <b>2</b>	<p>I can say how I will make my products suitable for my intended users.</p> <p>I can use ICT to develop and communicate ideas, for example designing a textile pattern.</p> <p>I can use a simple design criteria to help develop my ideas, and create a printing block.</p> <p>I can use my printing block to produce a printed textile.</p> <p>I can model ideas by exploring materials, components, construction kits and by making templates and mock-ups.</p> <p>I can select from a range of materials and components according to their characteristics to create a moving vehicle.</p> <p>I can assemble, join and combine materials and components.</p> <p>I can evaluate and suggest how a product can be improved.</p> <p>I can understand the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>I can understand how to use wheels and axles to make a moving vehicle.</p> <p>I can demonstrate an understanding of how structures can be made stronger, stiffer and more stable.</p>	<p>I can demonstrate an awareness that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>I can name and sort foods into the five groups in the eatwell plate.</p> <p>I can demonstrate an understanding that everyone should eat at least five portions or fruit and vegetables every day.</p> <p>I can prepare simple dishes safely and hygienically, including making my own bread.</p>

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<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>3</b></p>	<p>I can describe the purpose of my products.</p> <p>I am beginning to design products which appeal to a specific audience.</p> <p>I am beginning to develop my own design criteria and use these to inform my ideas.</p> <p>I can use an annotated sketch to develop and communicate my ideas.</p> <p>I can measure, mark out, cut and shape materials.</p> <p>I can assemble, join and combine materials and components.</p> <p>I am beginning to refer to my design criteria as I design and make products.</p> <p>I can use my design criteria to evaluate my completed products.</p> <p>I can investigate existing products.</p> <p>I can use mechanical components to design a pulley / lever system to lift and / or drag an object as was the case in Ancient Egypt.</p> <p>I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>I can use a short, long and cross-stitch, to create a 'Huichol' Mexican wool art.</p>	<p>I can follow procedures for safety and hygiene.</p> <p>I can understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK.</p> <p>I can prepare and cook a healthy pasta dish safely and hygienically.</p> <p>I can demonstrate an understanding that a healthy diet is made up of a variety and balance of different food and drink.</p>

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<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>4</b></p>	<p>I can gather information about the needs and wants of particular individuals and groups to make my product appealing.</p> <p>I can develop my own design criteria and use these to inform my ideas.</p> <p>I can share and clarify my ideas through discussion.</p> <p>I can model my ideas using pattern pieces.</p> <p>I can use exploded diagrams to develop and communicate my ideas.</p> <p>I can investigate and analyses existing products.</p> <p>I can measure, mark out, cut and shape components accurately.</p> <p>I can refer to my design criteria as I design and make products.</p> <p>I can understand how key events design and technology have helped shape the world.</p> <p>I can understand how simple electrical circuits and components can be used to create functional products, for example a Lego village with light-up components.</p> <p>I can use a herringbone, cross and blanket stitch to create a small bag.</p> <p>I can test the strength of butt, mitre and dovetail joints, while building a model of a Tudor house.</p> <p>I can understand how to program a computer to control my products.</p>	<p>I can understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can prepare and cook a selection of traditional savoury Indian dishes.</p> <p>I can demonstrate an understanding of the eatwell plate.</p>

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<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b>  <b>6</b></p>	<p>I can explain how particular parts of my products work.</p> <p>I can confidently carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>I can identify the needs, wants, preferences and values of particular individuals and groups.</p> <p>I can model my ideas using prototypes and use computer-aided design to develop and communicate my ideas.</p> <p>I can make design decisions taking account of the constraints such as time, resources and cost, to create a biome.</p> <p>I can explain my choice of materials and components based on aesthetic qualities.</p> <p>I can demonstrate resourcefulness when tackling practical problems.</p> <p>I can critically evaluate the quality of the manufacture and fitness for purpose of my products.</p> <p>I can work confidently within a range of contexts such as enterprise, industry and the wider environment.</p> <p>I can explain my choice of tools and equipment in relation to the skills and techniques I will be using.</p> <p>I can use stitch patterns and embroidery to create a textile inspired by William Morris.</p> <p>I can work with moving components (pulleys, belts, motors) to make a working fairground ride / car.</p> <p>I can understand how to program a computer to control a Sphero through a complex range of directions to compete with other students across the ATLP.</p>	<p>I can understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>I can develop an understanding of basic pastry making to make shortcrust pastry savoury tarts / pies.</p>