



Design and Technology Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	Design and Technology	SUBJECT LEADS:	
What are the Y6 end of school end goals?	• Designing-Be competent in identifying what would be helpful for their intended product and follow and refine plans. • Making-Confidently select appropriate tools, materials, components, techniques and use them efficiently. • Evaluating-Test and evaluate designed products with a specific audience and evaluate the product against clear criteria.		
How is the curriculum at Weeton St Michael’s Primary School sequenced towards these end points?			
EYFS			
<u>Cooking and Nutrition</u> Soup	1. To explore fruits and vegetables and the differences between. 2. To explore a pumpkin and describe it using the five senses. 3. To design a fruit and vegetable soup recipe. 4. To learn how to use a knife safely 5. To safely use tools to prepare ingredients 6. To design food packaging.		
<u>Structures</u> Junk modelling	1. To explore and investigate the tools and materials in the junk modelling area. 2. To investigate cutting different materials. 3. To learn how to plan and select the correct resources needed to make a model. 4. To verbally plan and create a junk model. 5. To share a finished model and talk about the processes in its creation. 6. To explore different ways to temporarily join materials.		
<u>Textiles</u> Bookmarks	1. To develop threading and weaving skills. 2. To practise and apply weaving skills to a specific material. E.g. Paper. 3. To practice and apply threading skills with specific materials. E.g. Hessian and wool. 4. To use threading or sewing to design a product. 5. To create a textiles product following their own design. 6. To reflect with Children on how they have achieved their aims.		
Year 1/2 Cycle A			Year 1/2 Cycle B
<u>Structures</u> Baby Bear’s Chair	1. To explore the concept and features of structures and the stability of different shapes. 2. To understand that the shape of the structure affects its strength 3. To make a structure according to design criteria	<u>Mechanisms</u> Fairground Wheel	1. To explore wheel mechanisms and design a Ferris wheel. 2. To select appropriate materials 3. To build and test a moving wheel. 4. To make and evaluate a structure with a rotating wheel.



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	4. To produce a finished structure and evaluate its strength, stiffness and stability.		
<u>Textiles</u> <u>Puppets</u>	1. To join fabrics together using different methods. 2. To use a template to create my design 3. To join two fabrics together accurately. 4. To embellish my design using joining methods.	<u>Textiles</u> <u>Pouches</u>	1. To sew a running stitch. 2. To sew a running stitch 3. To join fabrics using a running stitch. 4. To decorate a pouch using fabric glue or stitching.
<u>Food</u> <u>Technology</u> <u>Cooking and</u> <u>Nutrition</u> <u>Balanced Diet</u>	1. 1.To recognise foods and their food groups. 2. To identify the balance of food groups in a meal 3. To identify an appropriate piece of equipment to prepare a given food. 4. To select balanced combinations of ingredients 5. To design based on criteria. 6. 6. To evaluate a dish based on design criteria	<u>Food</u> <u>Technology</u> <u>Smoothies</u>	1. To identify fruits. 2. To describe where fruits and vegetables grow. 3. To practise food preparation skills. 4. To select ingredients for a recipe. 5. To apply food preparation skills to a recipe. 6. To evaluate against the design brief.
Year 3/4 Cycle A		Year 3/4 Cycle B	
<u>Structures</u> <u>Pavilions</u>	1. To create a range of different shaped frame structures. 2. To design a structure. 3. To build a frame structure 4. To add cladding to a frame structure.	<u>Structures</u> <u>Constructing a</u> <u>Castle</u>	1. To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. 2. To design a castle. 3. To construct 3D nets. 4. To construct and evaluate my final product.
<u>Textiles</u> <u>Fastenings</u>	1. To explain the advantages and disadvantages of different types of fastening type. 2. To design a product to meet design criteria 3. To make and test a paper template. 4. To assemble a book jacket.	<u>Textiles</u> <u>Cross stitch</u> <u>and applique</u>	1. To learn how to sew cross-stitch and appliqué. 2. To develop and use a template 3. To assemble fabric parts into a fabric product. 4. To decorate fabric using appliqué and cross-stitch.
<u>Cooking and</u> <u>Nutrition</u> <u>Adapting a</u> <u>Recipe</u> <u>Biscuits</u>	1. To evaluate existing biscuit products. 2. To prepare and cook a dish. 3. To select ingredients and follow a budget. 4. To take inspiration from existing products 5. To make and test a prototype biscuit.	<u>Cooking and</u> <u>Nutrition</u> <u>Eating</u> <u>Seasonally</u> <u>Afternoon Tea</u>	1. To explain why food comes from different places around the world. 2. To explain the benefits of seasonal foods. 3. To develop cutting and peeling skills 4. To evaluate seasonal ingredients.



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	6. To evaluate a final product.		5. To design a mock-up using criteria 6. To evaluate a dish.
Year 5/6 Cycle A		Year 5/6 Cycle B	
<u>Mechanical Systems</u> Automata Toys	1. To create design criteria to meet a user's needs 2. To use an exploded diagram to assemble a frame 3. To explore a mechanism to inform a design decision. 4. To evaluate a completed design.	<u>Structures</u> Bridges	1. To explore how to reinforce a beam (structure) to improve its strength. 2. To build a spaghetti truss bridge. 3. To build a wooden truss bridge. 4. To complete, reinforce and evaluate my truss bridge
<u>Textiles</u> Stuffed Toys	1. To design a stuffed toy. 2. To sew a blanket stitch. 3. To create and add decorations to fabric. 4. To use a blanket stitch to assemble the components of a stuffed toy.	<u>Textiles</u> Waistcoats	1. 1.To design a waistcoat. 2. To mark and cut fabric according to a design. 3. To assemble a waistcoat. 4. To decorate your waistcoat.
<u>Cooking and Nutrition</u> Developing a Recipe	1. To understand how ingredients are reared and processed. 2. To make adaptations to design a recipe. 3. To evaluate nutritional content. 4. To practise food preparation skills. 5. To design a product label. 6. To follow and make an adapted recipe.	<u>Cooking and Nutrition</u> Come Dine With Me Sunday Lunch	1. To explain the use of complementary flavours 2. To research and design a three-course meal. 3. To explain recipe choices. 4. To apply culinary skills and knowledge.