

The Priory Catholic Voluntary Academy

Key Stage Two Design & Technology Progression Framework 2021-2022

D&T Area of Learning	Year 3 Key Assessment Criteria	Year 4 Key Assessment Criteria	Year 5 Key Assessment Criteria	Year 6 Key Assessment Criteria
Designing: understanding contexts, users and purposes.	<ul style="list-style-type: none"> • I can work confidently within a range of contexts such as home, school, leisure, culture, enterprise, industry and the wider environment. (3.1) • I can gather some information about the needs and wants of particular individuals and groups. (3.1) • I can tell you about the purpose of my product. (3.3) • I can tell you how some parts of my product work. (3.3) • I can develop my own design criteria and use these to inform my ideas. (3.3) 	<ul style="list-style-type: none"> • I can work confidently within a range of contexts such as home, school, leisure, culture, enterprise, industry and the wider environment. (4.1) • I can describe the purpose of my product. (4.1) • I can describe how some parts of my product work. (4.1) • I can develop my own design criteria and use these to inform my ideas. (4.2) • I can gather some information about the needs and wants of particular individuals and groups. (4.3) 	<ul style="list-style-type: none"> • I can work confidently within a range of contexts such as home, school, leisure, culture, enterprise, industry and the wider environment. (5.1) • I can describe the purpose of my product and indicate design features that will appeal to intended users. (5.1) • I can explain how particular parts of my product work. (5.1) • I can carry out research using surveys, interviews, questionnaires and web-based resources. (5.3) • I can identify the needs, wants, preferences and values of particular individuals and groups. (5.3) 	<ul style="list-style-type: none"> • I can work confidently within a range of contexts such as home, school, leisure, culture, enterprise, industry and the wider environment. (6.1) • I can describe the purpose of my product and indicate design features that will appeal to intended users. (6.2) • I can carry out research using surveys, interviews, questionnaires and web-based resources. (6.2) • I can explain how particular parts of my product work. (6.3) • I can identify the needs, wants, preferences and values of particular individuals and groups. (6.3) • I can develop a simple design specification to guide my thinking. (6.3)
Designing: generating, developing, modelling and communicating ideas.	<ul style="list-style-type: none"> • I can share and clarify my design ideas through discussion. (3.1) • I can model my ideas using prototypes. (3.1) • I can use annotated sketches to communicate my ideas. (3.1) • I can use computer-aided design to help me develop and communicate ideas. (3.3) • I can generate realistic ideas focusing on the needs of the user. (3.3) 	<ul style="list-style-type: none"> • I can share and clarify my design ideas through discussion. (4.1) • I can use annotated sketches and cross-sectional drawings to communicate my ideas. (4.1) • I can model my ideas using prototypes and pattern pieces. (4.2) • I can use computer-aided design to help me develop and communicate ideas. (4.2) • I can generate realistic ideas focusing on the needs of the user. (4.3) • I can make design decisions that take account the availability of resources. (4.3) 	<ul style="list-style-type: none"> • I can share and clarify my design ideas through discussion. (5.1) • I can model my ideas using prototypes and pattern pieces. (5.1) • I can use annotated sketches, cross-sectional drawings to and exploded diagrams to communicate and develop my ideas. (5.1) • I can use computer-aided design to help me develop and communicate ideas. (5.2) • I can make design decisions, taking account of constraints such as time, resources and cost. (5.1) • I can generate innovative ideas, drawing on research. (5.3) 	<ul style="list-style-type: none"> • I can share and clarify my design ideas through discussion. (6.1) • I can generate innovative ideas, drawing on research. (6.2) • I can use annotated sketches, cross-sectional drawings to and exploded diagrams to communicate and develop my ideas. (6.3) • I can use computer-aided design to help me develop and communicate ideas. (6.3) • I can make design decisions, taking account of constraints such as time, resources and cost. (6.3) • I can model my ideas using prototypes and pattern pieces. (6.3)

<p>Making: Planning</p>	<ul style="list-style-type: none"> I can select tools and equipment suitable for the task. (3.1) I can tell you the order of the main stages of making my product. (3.1) I can select materials and components suitable for the task. (3.3) 	<ul style="list-style-type: none"> I can explain my choice of materials and components according to functional and aesthetic qualities. (4.1) I can select materials and components suitable for the task. (4.2) I can plan the order of the main stages of making my product. (4.3) I can produce appropriate lists of the tools and materials I will need. (4.2) I can select tools and equipment suitable for the task. (4.3) 	<ul style="list-style-type: none"> I can select tools and equipment suitable for the task. (5.1) I can explain my choice of tools and equipment in relation to the skills and techniques I will be using. (5.1) I can select materials and components suitable for the task. (5.1) I can explain my choice of materials and components according to functional and aesthetic qualities. (5.1) I can produce appropriate lists of the tools and materials I will need. (5.3) I can formulate step-by-step plans as a guide to making. (5.3) 	<ul style="list-style-type: none"> I can select tools and equipment suitable for the task. (6.1) I can produce appropriate lists of the tools, equipment and materials I will need. (6.1) I can explain my choice of tools and equipment in relation to the skills and techniques I will be using. (6.2) I can explain my choice of materials and components according to functional and aesthetic qualities. (6.3) I can formulate step-by-step plans as a guide to making. (6.3)
<p>Making: Practical skills and techniques.</p>	<ul style="list-style-type: none"> I can follow procedures for safety and hygiene. (3.1) I can apply a range of finishing techniques, including those from Art & Design, with some accuracy. (3.1) I can use a wider range of materials and components than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (3.1) I can measure, mark, cut and shape materials and components with some accuracy. (3.3) I can assemble, join and combine materials and components with some accuracy. (3.3) 	<ul style="list-style-type: none"> I can use a wider range of materials and components than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (4.1) I can assemble, join and combine materials and components with some accuracy. (4.1) I can measure, mark, cut and shape materials and components with some accuracy. (4.2) I can apply a range of finishing techniques, including those from Art & Design, with some accuracy. (4.2) I can follow procedures for safety and hygiene. (4.3) 	<ul style="list-style-type: none"> I can accurately measure, mark, cut and shape materials and components. (5.1) I can accurately assemble, join and combine materials and components. (5.1) I can accurately apply a range of finishing techniques, including those from Art & Design. (5.1) I can use a wider range of materials and components than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (5.3) I can follow procedures for safety and hygiene. (5.3) 	<ul style="list-style-type: none"> I can follow procedures for safety and hygiene. (6.1) I can use a wider range of materials and components than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (6.2) I can use techniques that involve a number of steps. (6.2) I can accurately measure, mark, cut and shape materials and components. (6.3) I can accurately assemble, join and combine materials and components. (6.3) I can accurately apply a range of finishing techniques, including those from Art & Design. (6.3) I demonstrate resourcefulness when tackling practical problems. (6.3)
<p>Evaluating: Own ideas and products.</p>	<ul style="list-style-type: none"> I can identify the strengths and areas for development in my ideas and products. (3.1) I can refer to my design criteria as I design and make. (3.3) 	<ul style="list-style-type: none"> I can identify the strengths and areas for development in my ideas and products. (4.1) I can refer to my design criteria as I design and make. (4.2) I can consider the views of others, including intended users, to improve my work. (4.3) 	<ul style="list-style-type: none"> I can identify the strengths and areas for development in my ideas and products. (5.1) I can consider the views of others, including intended users, to improve my work. (5.2) I can evaluate the quality of the design, manufacture and fitness for 	<ul style="list-style-type: none"> I can identify the strengths and areas for development in my ideas and products. (6.1) I can consider the views of others, including intended users, to improve my work. (6.1) I can critically evaluate the quality of the design, manufacture and fitness for

		<ul style="list-style-type: none"> I can use my design criteria to evaluate my product. (4.3) 	purpose of my product as I design and make. (5.3)	purpose of my product as I design and make. (6.2) <ul style="list-style-type: none"> I can evaluate my design and products against original design specification. (6.3)
Evaluating: Existing products.	I can investigate and analyse: <ul style="list-style-type: none"> How well products have been designed. (3.1) How well products have been made. (3.1) How well products meet user needs and wants. (3.1) Why materials have been chosen. (3.1) How well products work. (3.3) How well products achieve their purposes. (3.3) What methods of construction have been used. (3.3) Whether products can be reused or recycled. (3.3) 	I can investigate and analyse: <ul style="list-style-type: none"> How well products have been designed. (4.1) What methods of construction have been used. (4.1) How well products have been made. (4.2) Why materials have been chosen. (4.2) When products were designed and made. (4.2) How well products work. (4.2) How well products meet user needs and wants. (4.2) Who designed and made the products. (4.3) Where products were designed and made. (4.3) How well products achieve their purposes. (4.3) 	I can investigate and analyse: <ul style="list-style-type: none"> How well products have been designed. (5.1) How well products have been made. (5.1) Why materials have been chosen. (5.1) What methods of construction have been used. (5.2) How well products work. (5.2) How well products achieve their purposes. (5.2) How sustainable products are. (5.1) How well products meet user needs and wants. (5.2) How much products cost to make. (5.3) I know about some inventors, designers, engineers, chefs and manufacturers that have developed ground breaking products. (5.3) 	I can investigate and analyse: <ul style="list-style-type: none"> How well products have been designed. (6.1) I know about some inventors, designers, engineers, chefs and manufacturers that have developed ground breaking products. (6.1) How well products have been made. (6.1) How well products achieve their purposes. (6.2) How innovative products are. (6.2) Why materials have been chosen. (6.3) What methods of construction have been used. (6.3) How well products work. (6.3) How well products meet user needs and wants. (6.3) What impact products have beyond their intended purpose. (6.3)
Technical Knowledge: Making products work.	<ul style="list-style-type: none"> I can use my maths skills to help me design and make products that work e.g. accurate measurements. (3.1) I can make strong, stiff, shell structures – food packaging. (3.1) I can combine food ingredients to make a suitable product. (3.1) I know how mechanical systems such as levers and linkages work. (3.3) I can use my science skills to help me design and make products that work e.g. torches/circuits. (3.3) I know that materials have functional and aesthetic qualities. (3.3) 	<ul style="list-style-type: none"> I know how to reinforce and strengthen 3d frameworks - shelters. (4.1) I can use my maths skills to help me design and make products that work e.g. accurate measurements. (4.2) I know that materials have functional and aesthetic qualities. (4.2) I can make a 3d textile product from a single fabric shape. (4.2) I can combine food ingredients to make a suitable product and recognise food products that are fresh, pre-cooked or processed. (4.3) 	<ul style="list-style-type: none"> I can use my science skills to help me design and make products that work e.g. moving toys. (5.1) I know that materials have functional and aesthetic qualities. (5.1) I know how materials can be combined and mixed to create more useful characteristics. (5.1) I know how cams, pulleys or gears create movement. (5.1) I can use the correct technical vocabulary for projects I undertake. (5.1) I know that mechanical/electrical components have an input, process and output. (5.2) 	<ul style="list-style-type: none"> I can use my maths skills to help me design and make products that work e.g. accurate measurements. (6.1) I can adapt a recipe by adding or substituting more than one ingredient. (6.1) I know how materials can be combined and mixed to create more useful characteristics. (6.2) I can use my science skills to help me design and make products that work e.g. moving vehicles. (6.3) I know that materials have functional and aesthetic qualities. (6.3) I can use gears and pulleys driven by electrical components to create a moving product. (6.3)

	<ul style="list-style-type: none"> I know that mechanical/electrical components have an input, process and output. (3.3) I know how simple electrical circuits and components work in order to make functional products. (3.3) 	<ul style="list-style-type: none"> I can use my science skills to help me design and make products that work. (4.3) 	<ul style="list-style-type: none"> I know how to program a computer to simulate/control products – fairgrounds. (5.2) I can use my maths skills to help me design and make products that work e.g. accurate measurements. (5.3) I can adapt a recipe by adding or substituting more than one ingredient. (5.3) 	<ul style="list-style-type: none"> I know that mechanical/electrical components have an input, process and output. (6.3) I can use the correct technical vocabulary for projects I undertake. (6.3)
Cooking and Nutrition Where food comes from.	<ul style="list-style-type: none"> I know that food is grown, reared and caught in the UK and Europe. (3.1) 	<ul style="list-style-type: none"> I know that food is grown, reared and caught in the UK, Europe and the wider world. (4.3) 	<ul style="list-style-type: none"> I know that food is grown, reared and caught in the UK, Europe and the wider world. (5.3) I know that seasons can affect the food available. (5.3) 	<ul style="list-style-type: none"> I know that food is grown, reared and caught in the UK, Europe and the wider world. (6.2) I know how food is processed into ingredients that can be eaten or used in cooking e.g. flour for pizza dough. (6.1)
Cooking and Nutrition Food preparation, cooking and nutrition.	<ul style="list-style-type: none"> I know how to prepare and cook predominantly savoury dishes safely and hygienically. (3.1) I can use a range of techniques such as chopping, slicing, mixing and spreading. (3.1) I know that a healthy diet is made up from a variety and balance of different food and drink as depicted on the Eatwell Plate. (3.1) I know that food and drink are needed to provide energy for the body. (3.1) 	<ul style="list-style-type: none"> I know how to prepare and cook predominantly savoury dishes safely and hygienically. (4.3) I can use a range of techniques such as peeling, chopping, slicing and mixing. (4.3) I know that a healthy diet is made up from a variety and balance of different food and drink as depicted on the Eatwell Plate. (4.3) I know that to be active and healthy, food and drink are needed to provide energy for the body. (4.3) 	<ul style="list-style-type: none"> I know how to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. (5.3) I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, kneading and baking. (5.3) I know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. (5.3) 	<ul style="list-style-type: none"> I know how to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. (6.1) I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (6.2) I know how to adapt recipes to change the appearance, texture, taste and aroma of the food. (6.1)