

# THE CAREY FEDERATION



## Design and Technology Curriculum Progression.

	Year 1 and 2	Year 3 and 4	Year 5 & 6
<b>Implementation</b>	Plan by suggesting what to do next.	Select tools and equipment suitable for the task.	Select tools and equipment suitable for the task.
Planning	<p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Order the main stages of making.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Order the main stages of making. Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Formulate step-by-step plans as a guide to making.</p>

<b>Vocabulary</b>	<b>Materials, explain, choices.</b>	<b>Suitable, techniques, equipment.</b>	<b>Components, according, suitable.</b>
<p><b>Implementation</b></p> <p>Making - Practical skills and techniques</p>	<p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from art and design.</p>	<p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Use techniques that involve a number of steps.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>
<b>Vocabulary</b>	<b>Ideas, design, purpose, describe, combine materials, tools, techniques.</b>	<b>Ideas, plan, assemble, materials, accuracy.</b>	<b>Solutions, finishing techniques, aesthetics.</b>
<p><b>Implementation</b></p> <p>Evaluating - Own ideas and products</p>	<p>Talk about their design ideas and what they are making.</p> <p>Make simple judgements about their products and ideas against design criteria.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p>

	Suggest how their products could be improved.	Refer to their design criteria as they design and make.  Use their design criteria to evaluate their completed products.	Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.  Evaluate their ideas and products against their original design specification.
<b>Vocabulary</b>	<b>Improved.</b>	<b>Evaluate.</b>	<b>Intended users</b>
<b>Implementation</b> making products work	The movement of simple mechanisms such as levers, sliders, wheels and axles.  How freestanding structures can be made stronger, stiffer and more stable.	How mechanical systems such as levers and linkages or pneumatic systems create movement.  How simple electrical circuits and components can be used to create functional products.  How to program a computer to control their products.  How to make strong, stiff shell structures.	How mechanical systems such as cams or pulleys or gears create movement.  How more complex electrical circuits and components can be used to create functional products?  How to program a computer to monitor changes in the environment and control their products.  How to reinforce and strengthen a 3D framework.
<b>Vocabulary</b>	<b>Explore wheels, axles, turning mechanisms, hinges, levers, moving parts, winding, and movement.</b>	<b>Mechanisms, components, simple circuits, illuminate, motion, electrical components, mechanical components.</b>	<b>Components, control, switches, equipment, improve, parallel circuits, resistance, connections, hydraulics.</b>
<b>Implementation</b>  Implementation – cooking	Be aware of hygiene for cooking.  Know some things are dangerous to eat raw.  Know where some foods come from.	Work in a safe, hygienic way.  Boil and bake to cook.  Understand why we need a healthy diet.	Know why we need certain food types Grill, boil, fry and bake to cook.  Understand seasonality and how this affects food.

	<p>With help, use knives safely.</p> <p><b>Prepare a healthy snack and breakfast. Carey Federation Year A Whole School Planning</b></p>	<p>Use knowledge of the food groups to plan a lunch.</p> <p><b>Prepare a healthy lunch. Carey Federation Year A Whole School Planning.</b></p>	<p>Understand the concept of carbon footprints.</p> <p>Know different cultures have different diets.</p> <p><b>Design and prepare a healthy dinner. Carey Federation Year A Whole School Planning.</b></p>
<b>Vocabulary</b>	<p><b>Cut, mix, natural, raw, cook, knife, sweet, sour, spoon, bowl, food groups, grow, chop.</b></p>	<p><b>Texture, taste, appearance, healthy, preference, hygiene, healthy eating, 'balanced plate', thick, thin, bitter, salty.</b></p>	<p><b>Investigate, research, evaluate, brainstorm, consumer, seasonality, carbon footprint.</b></p>
<b>Impact</b>	<p>See 'The Carey Federation - Computing Curriculum Progression of Skills Assessment Grid'</p>		