Design and Technology - Lower Key Stage Two
Progressive statements

Year Group	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• select from and use a wider range of tools and equipment to perform practical tasks *[for example, cutting, shaping, joining and finishing],* accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in D+T have helped shape the world	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products *[for example, gears, pulleys, cams, levers and linkages]* • understand and use electrical systems in their products *[for example, series circuits incorporating switches, bulbs, buzzers and motors]* • apply their understanding of computing to program, monitor and control their products.	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Year 3	• I can design with purpose by identifying opportunities to design • I can use software to design and represent product designs	• I can cut materials accurately and safely by selecting appropriate tools • I can measure and mark out to the nearest millilitre • I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (*such as slots or cut outs)* • I can select appropriate joining techniques • I can make products by working efficiently (*e.g. by carefully selecting materials)*	• I can refine work and techniques as work progresses, continually evaluating the product design	• I can control and monitor models using software designed for this purpose • I can use scientific knowledge about forces to chose appropriate mechanisms for a product *(such as levers, winding mechanisms, pulleys and gears)*	• I can prepare ingredients hygienically using appropriate utensils • I can measure ingredients to the nearest gram accurately • I can assemble or cook ingredients (controlling the temperature of the oven or hob if cooking) • I can follow a recipe
Year 4	• I can design with purpose by identifying opportunities to design • I choose appropriate software to design and represent product designs • I can identify some of the great designers in all of the areas of study (*including pioneers and horticultural techniques)* to generate ideas for designs	• I can make a range of products by working efficiently and independently (*e.g. by carefully selecting materials)* • I understand the need for a seam allowance • I can join textiles with appropriate stitching • I can select the most appropriate techniques to decorate textiles • I can choose suitable techniques to construct products or to repair items	• I can refine work and techniques as work progresses, continually evaluating the product design • I can disassemble products to understand how they work • I can improve upon existing designs giving detailed reasons for choices	• I can control and monitor models using software designed for this purpose • I can create series and parallel circuits • I can strengthen materials using suitable techniques	