



## BEECHFIELD SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS DESIGN AND TECHNOLOGY



At Beechfield School, our Design and Technology curriculum allows children to use their problem solving, creativity and imaginative skills to design and make products. The children will also delve into the consideration of others' wants and needs as well as self-evaluating their own work.

### EYFS - Nursery

DT is taught through 'Expressive art and design' (EAD) which is a specific area. It includes art, drama, music and DT.

There are two areas within EAD:

- Exploring and using media and materials
- Being Imaginative

DT is part of the creative area in all EYFS classrooms and is part of continuous provision for children to access throughout the day. We assess each child in EAD every term using Birth to 5 Matters.

Autumn  All About Me Celebrations	<u>Lima's Red-Hot Chili</u> <ul style="list-style-type: none"> <li>Tasting different foods</li> </ul> <u>Goldilocks and the Three Bears</u> <ul style="list-style-type: none"> <li>Cooking porridge</li> </ul> <u>Pass The Jam Jim</u> <ul style="list-style-type: none"> <li>Making jam sandwiches</li> </ul>	Make Join Bend Twist Shape Tools Stick
Spring  Around The World  Growing and Changing	<u>Dinosaurs</u> <ul style="list-style-type: none"> <li>Create dinosaurs out of junk modelling</li> </ul> <u>Three Little Pigs</u> <ul style="list-style-type: none"> <li>Create different homes out of straw, wood and bricks</li> </ul>	
	<u>Mr Wolf's Pancakes</u> <ul style="list-style-type: none"> <li>Making pancakes</li> </ul> <u>Easter</u> <ul style="list-style-type: none"> <li>Cooking easter nests</li> </ul>	
Summer Let's Investigate	<u>We're Going on A Bear Hunt</u> <ul style="list-style-type: none"> <li>Building a bear den</li> </ul>	
Let's Tell a Story	<u>The Three Billy Goats Gruff</u> <ul style="list-style-type: none"> <li>Building bridges</li> </ul> <u>Little Red Hen</u> <ul style="list-style-type: none"> <li>Making bread</li> </ul> <u>The Gingerbread Man</u> <ul style="list-style-type: none"> <li>Cooking biscuits</li> </ul>	

### Assessment

**Range 4:**

Uses 3D and 2D structures to explore materials and/or to express ideas.

**Range 5:**

Use various construction materials.

Uses tools for a purpose.



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**EYFS - Reception**

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There are two areas within EAD:

- Exploring and using media and materials
- Being Imaginative

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Autumn	<p><u>Where do we live? - Three Little Pigs</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to make houses for the three little pigs, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <p><u>Senses - Goldilocks</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create objects or props linked to the story, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <p><u>Me, myself and I - Giraffes can't dance</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create a jungle habitat experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <p><u>Family - Stickman</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create a home for stickman experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul>	<p><b>Build</b>  <b>Join</b>  <b>Fix</b>  <b>Cut</b>  <b>Fold</b>  <b>Shape</b>  <b>Draw</b>  <b>Create</b>  <b>Design</b></p>
All About Me		
People Who Help Us	<ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to make emergency vehicles and hats/helmets (firefighter, police, ambulance)</li> <li>• Safely use a range of tools and different healthy ingredients to create and taste a healthy sandwich</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <ul style="list-style-type: none"> <li>• Safely use and explore using clay and a range of clay tools/techniques to make a Diwa lamp</li> <li>• Share their creations, explaining the process they've used</li> </ul>	
Diwali Christmas	<ul style="list-style-type: none"> <li>• Safely use a range of tools and different ingredients to bake gingerbread</li> <li>• Share their creations, explaining the process they've used</li> </ul>	
Spring	<p><u>Pirates – Pirates Love Underpants</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create a pirate ship/island experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <p><u>Space – Whatever Next</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create a rocket or papier mache planets, experimenting with colour, design, texture, form and function</li> </ul> <p><u>Castles - Rapunzel</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a range of materials, tools and techniques to create a castle, crown and princess' bed experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they've used</li> <li>• Make use of props and materials when role playing characters</li> </ul> <p><u>Superheroes – Supertato, Bubbly Trouble</u></p>	
Barnaby's Bear Travels (fantasy)		



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Growing and Changing	<ul style="list-style-type: none"> <li>Safely use and explore a range of materials, tools and techniques to create a superhero hideout, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul>
	<u>Spring and new life – Monkey Puzzle</u> <ul style="list-style-type: none"> <li>Safely use and explore a range of materials, tools and techniques to create a jungle habitat experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul>
	<u>Farm animals – What the Ladybird Heard Next</u> <ul style="list-style-type: none"> <li>Safely use and explore using playdough to create a range of farm animals</li> <li>Safely use and explore a range of materials, tools and techniques to create simple stick puppets and animal masks, making use of these to role play characters</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul>
	<u>Healthy Eating – Handa's Surprise</u> <ul style="list-style-type: none"> <li>Safely use a range of tools and different fruit to create and taste a fruit kebab</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul> <u>Easter</u> <ul style="list-style-type: none"> <li>Safely use a range of tools and ingredients to create and taste an easter nest</li> <li>Share their creations, explaining the process they've used</li> </ul>
Summer  Let's Investigate	<u>Minibeasts – Mad about Minibeasts</u> <ul style="list-style-type: none"> <li>Safely use and explore a range of natural materials, tools and techniques to create a bug hotel, experimenting with colour, design, texture, form and function</li> <li>Safely use and explore using clay and a range of clay tools/techniques to make a clay minibeast</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul>
	<u>Under the sea – Commotion in the ocean</u> <ul style="list-style-type: none"> <li>Safely use and explore a range of natural materials, tools and techniques to create an ocean habitat in a box, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters</li> </ul>
	<u>Animals and their habitats – The Gruffalo</u> <ul style="list-style-type: none"> <li>Safely use and explore using playdough to create the Gruffalo characters and use these to role play</li> <li>Share their creations, explaining the process they've used</li> </ul>
All Around the World	<ul style="list-style-type: none"> <li>Safely use and explore a range of materials, tools and techniques to make different modes of transport (bus, aeroplane, train, hot air balloon)</li> <li>Safely use a range of tools and different ingredients to make and taste food from around the world</li> <li>Share their creations, explaining the process they've used</li> <li>Make use of props and materials when role playing characters (Katie goes to London, Sharing a Shell, Clean Up, The Naughty Bus, Elmer)</li> </ul>
<b><u>Assessment</u></b>	
EXS  ELG	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>



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**Key Stage 1**

**National Curriculum:** through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

**Year 1**

<b>Mechanisms wheels and axels</b>	<p><b>Design:</b> Designing a vehicle that includes wheels, axles, and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement.</p> <p><b>Make:</b> Use an appropriate technique to produce a design Make decisions about appropriate tools to use Assemble, join and combine materials using a variety of methods</p> <p><b>Evaluate:</b> Evaluate their final piece by discussing what went well Identifying strengths and developments for next time Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.</p>	Prepare Materials Labels Draw Mechanism Stable Strong Axle Wheel Chassis Dowel Assemble
<b>Following a recipe</b>	<p><b>Design</b> Designing a recipe for a fruit salad.</p> <p><b>Make:</b> To identify fruits and where they grow To select and use appropriate tools. To understand the importance of, and follow, the health and safety rules. To carry out a practical task with increased accuracy and precision.</p> <p><b>Evaluate:</b> Consider feedback to make improvements. Evaluate existing products.</p>	Ingredients Utensils Recipe Sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth Cut Chop Flavour Taste Select Hygiene Measure
<b>Textiles Making a puppet</b>	<p><b>Design:</b> Using a template to create a design for a puppet</p> <p><b>Make:</b> Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction.</p> <p><b>Evaluate:</b> Reflecting on a finished product, explaining likes and dislikes.</p>	Template Materials Staple Safety pin Glue Stencils Fabric Assemble

**Assessment**

<b>EXS</b>	<ul style="list-style-type: none"> <li>• Draw a simple design with annotations.</li> <li>• Use design criteria to help guide the making/evaluation process.</li> <li>• Use a template and be able to cut the fabric in the shape of the template</li> <li>• Use simple joining techniques to join materials together</li> <li>• Explain that there are different food groups and that it is important to eat a balanced diet.</li> <li>• Use the basic principles of a healthy diet to prepare a dish and explain why it is healthy.</li> <li>• Work with some independence to prepare the food.</li> <li>• Understand that fruit/vegetables are grown in different places.</li> </ul>
<b>GDS</b>	<ul style="list-style-type: none"> <li>• Answer in detail a range of questions about an existing product to help explore and evaluate it.</li> <li>• Add detail and annotations to a design.</li> <li>• Incorporate the main features of design criteria into their product and evaluate their product in detail against the design criteria. Begin to use words such as protein.</li> <li>• Understand that they need more of some foods than others</li> <li>• Work independently to accurately follow a recipe and prepare food.</li> <li>• Give specific names of vegetables that grow below/above the ground.</li> </ul>



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**Year 2**

<b>Build a Tudor House</b>	<p><b>Design:</b>          Use own and other people's experiences to generate ideas to design a Tudor House          Develop a design idea using observations, drawings and models          Design a product for a purpose and intention</p> <p><b>Make:</b>          Assemble, join and combine materials          Choose specific tools and use them safely</p> <p><b>Evaluate:</b>          Use design criteria to evaluate product          Identify strengths and suggest changes that they would make next time          Testing their product to check if it is fit for purpose</p>	<p>Model          Features          Product          Decisions          Development          Research          Complete          Final          Improve/modify</p>
<b>Textiles Sewing a bag</b>	<p><b>Design:</b>          Design purposeful, functional, appealing products for themselves and other users based on design criteria          Generate, develop, model and communicate their ideas through talking, drawing and templates</p> <p><b>Make:</b>          Choose tools using vocabulary to name and describe them          Follow safety procedures          Use a template          Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques.</p> <p><b>Evaluate:</b>          Discuss their ideas as they develop and say what their design has to do to achieve the design criteria.          Use design criteria to evaluate product</p>	<p>Sketch          Tools          Fix/ Attach          Decorate          Modify          Original          Finished product          Survey</p>
<b>Make a healthy salad</b>	<p><b>Design:</b>          Using basic technical knowledge to come up with ideas and justify choices          Using prior knowledge of a healthy and varied diet to prepare dishes in the context          Understanding and adapting recipes based on technical knowledge          Design a purposeful and appealing product for a specific audience</p> <p><b>Make:</b>          Follow their own recipe.          Work with accuracy to correctly use kitchen utensils and understand the safety procedures.          Select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Evaluate:</b>          To evaluate their own and others' ideas          To explore and evaluate a range of existing products by comparing them</p>	<p>Balance          Amount          Weight          Nutrients          Vegetarian/vegan          Dietary          requirement          Intolerance          Healthy/Unhealthy          Adapt          Evaluate</p>
<b>Assessment</b>		
<b>EXS</b>	<p>Design a new product that is appealing to themselves and others from experiences and observations.          Create more detailed design drawings with clear intentions          Choose and use tools with increasing independence          Understand the use of a template          Say what they like and dislike about the design of existing products.          Demonstrate some accuracy when cutting around a fabric shapes or using tools to cut fruit          Choose appropriate fabric to add decoration.          Explain the food groups and know they have to eat a balance of foods to have a healthy diet.          Clean and prepare work areas before and after cooking          Understand basic food storage principles</p>	
<b>GDS</b>	<p>Suggest improvements to existing products.          Precisely cut around a fabric shape.          Use smaller stitches to create a tighter seam.          Explore existing products, give evaluations, and contain detail.          Use subject specific vocabulary accurately</p>	



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<b>Year 3</b>		
<b>Making a Stone Age house</b>	<p><b>Design:</b> Use research to create ideas about what you like and dislike, focusing on identifying traditional structures. Use research to develop simple design criteria, focusing on the types of materials such as wood, straw, and mud. Use research to help prioritise ideas to create detailed design criteria, focusing on labelling the key parts of the design, such as the wooden framework, thatched roof, and stone walls.</p> <p><b>Make:</b> Build simple, strong structures following the design criteria established earlier. Build and join strong frame structures and stiffen materials to resemble an authentic Stone Age home.</p> <p><b>Evaluate:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Gather feedback to identify possible improvements.</p>	<p>Initial ideas Criteria Diagrams Annotate Purpose</p> <p>Assemble Function Structure Adhesive</p> <p>Outcome Develop Challenge Improve</p>
<b>Textiles</b> <b>Make an applique cushion</b>	<p><b>Design:</b> Designing and making a template from an existing cushion and applying individual design criteria.</p> <p><b>Make:</b> Following design criteria to create a cushion. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using applique. Completing design ideas with stuffing and sewing the edges.</p> <p><b>Evaluate:</b> -Evaluating a product and identifying challenges and improvements.</p>	<p>Embellish Fabric Patch Seam</p> <p>Analyse Effective Fit for purpose</p>
<b>Edible garden – making potato crisps</b>	<p><b>Design:</b> Understand seasonality and know where and how a variety of ingredients are grown Understand and apply the principles of a healthy and varied diet . Research where ingredients come from and how they are made.</p> <p><b>Make:</b> Understand and apply the principles of a healthy and varied diet in order to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients. Select from and use a wider range of tools and equipment to perform practical tasks accurately Be able to plant and care for a variety of ingredients so they yield produce.</p> <p><b>Evaluate:</b> -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Ingredients Climate Balanced Diet Imported Natural Processed Seasonal Texture</p>
<b>Assessment</b>		
<b>EXS</b>	<ul style="list-style-type: none"> <li>Develop a design criteria with intent and purpose and follow it, focusing on specifics, e.g., types of materials</li> <li>Build and join strong frame structures and stiffen materials and apply their understanding of how structures need strengthening and stiffening (basic architectural and structural design principles)</li> <li>Analyse and test a range of existing products.</li> <li>Explain why different fabric decoration techniques have been chosen.</li> <li>With some independence, use a running stitch and an overcast stitch, explaining why these methods are suitable for the task.</li> <li>Understand the correct proportions of a balanced meal.</li> <li>Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients. Evaluate design work against specific criteria</li> <li>Gather and consider feedback for improvements</li> </ul>	
<b>GDS</b>	<ul style="list-style-type: none"> <li>Use research to help prioritise ideas to create detailed design criteria.</li> <li>Apply a detailed understanding of how to strengthen and stiffen</li> <li>Explain how analysis of products has influenced their design making decisions.</li> <li>Evaluate and refine their own ideas against design criteria, considering the views of others.</li> <li>Identify different techniques used for the decoration of fabrics and explain why they would, or would not be appropriate to use</li> <li>Name and understand the use/purpose of different stitches.</li> </ul>	



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<b>Year 4</b>		
<p><b>Textiles</b></p> <p><b>Design a book sleeve with fastening</b></p>	<p><b>Design:</b>            Writing design criteria for a product, articulating decisions made.            Designing a personalised book sleeve.</p> <p><b>Make:</b>            Making and testing a paper template with accuracy and in keeping with the design criteria.            Measuring, making, and cutting fabric using a paper template.            Selecting a stitch style to join fabric. Working neatly by sewing small, straight stitches.            Incorporating fastening to a design.</p> <p><b>Evaluate:</b>            Testing and evaluating an end product against the original design criteria.            Deciding how many of the criteria should be met for the product to be considered successful.            Suggesting modifications for improvement.            Articulating the advantages and disadvantages of different fastening types.</p>	<p>Prototype            Brief            Consumer            Customer            Target audience            Application            Purpose            Function</p>
<p><b>Electrical systems: torches</b></p>	<p><b>Design:</b>            Draw a design which uses annotations to add detail            Develop design criteria to inform the design of innovative products aimed at a particular audience</p> <p><b>Make:</b>            Make a prototype and well-finished product using a simple electrical circuit            Understand and use mechanical systems in their products            Decide where products can be recycled/reused</p> <p><b>Evaluate:</b>            Use design criteria to help guide the evaluation process            What impact products have beyond their intended purpose</p>	<p>Series circuit            Fault            Connection            Insulator/conductor            Program            Input/output</p>
<p><b>Cooking and nutrition: adapting a recipe</b></p>	<p><b>Design:</b>            Designing within a given budget, drawing upon previous taste testing judgements.            Designing packaging for a biscuit that targets a specific group.</p> <p><b>Make:</b>            Following a baking recipe, including the preparation of ingredients.            Cooking safely, following basic hygiene rules.            Adapting a recipe to meet the requirements of a target audience.            Using a cuboid net to create packaging.</p> <p><b>Evaluate:</b>            Evaluating a recipe, considering taste, smell, texture, and appearance.            Describing the impact of the budget on the selection of ingredients.            Evaluating and comparing a range of food products.            Suggesting modifications to a recipe (e.g., this biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).</p>	<p>Disinfect            Bacteria            Cross contamination            Unleavened / leavened            Yeast            Dough            Flour – Wholemeal, plain etc            Knead            Fold            Consumer customer</p>
<b>Assessment</b>		
<b>EXS</b>	<ul style="list-style-type: none"> <li>• Explore how mechanical systems work.</li> <li>• Draw a design which uses annotations to add some detail.</li> <li>• Develop product and packaging designs criteria to inform the design of innovative products aimed at a particular audience and use this to guide the evaluation process.</li> <li>• Make a prototype and well finished product which aims to have two lever/linkage mechanisms.</li> <li>• Produce an order of work which includes an annotated diagram and chosen equipment appropriately.</li> <li>• Create paper templates with high accuracy and measure and cut fabric</li> <li>• Work with different sewing techniques (small, straight stitches)</li> <li>• Incorporate fastenings into design</li> <li>• Use their experiences of food ingredients and cooking methods to help generate ideas</li> <li>• Explain why they have chosen certain foods and processes and link them to their design criteria.</li> <li>• Adapt recipes for specific target audiences</li> </ul>	
<b>GDS</b>	<ul style="list-style-type: none"> <li>• Answer in detail a range of questions about mechanical systems, identifying the input and output.</li> <li>• Add detailed annotations to a design to show how different components move.</li> <li>• Evaluate their product in detail against design criteria.</li> <li>• Use findings from their investigative work to draw up a design specification for a new bread product.</li> <li>• Draw on their understanding of the characteristics and properties of foods to select appropriate ingredients.</li> <li>• Work accurately to make products that match the sensory properties required; have implemented improvements</li> </ul>	



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Year 5		
<b>Making a maze design with a pulley system</b>	<p><b>Design:</b> To research ideas about your selected product to inform your design. To use research and develop design criteria to inform design.</p> <p><b>Make:</b> To be able to select materials according to their functional properties. To build a framework, accurately using a wider range of tools and equipment. To have a clear understanding and use a mechanical system. Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device.</p> <p><b>Evaluate:</b> Use peer feedback and design criteria to help guide the evaluation process. Continually evaluate their work as it develops and at the end against design criteria and the design brief.</p>	<p>Models Quality Functionality User Mock-up</p> <p>Alternatives Process</p>
<b>Mechanisms: Pop-Up Book</b>	<p><b>Design:</b> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book.</p> <p><b>Make:</b> Following a design brief to make a pop-up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</p> <p><b>Evaluate:</b> Evaluating the work of others and receiving feedback on work. Suggesting points for improvements.</p>	<p>Lattice Mass-produce Hand-made Packaging Presentation Dimensions Durable Motion</p>
<b>Super seasonal cooking</b>  <b>Developing a recipe</b>	<p><b>Design:</b> - Researching existing recipes to inform ingredient choices. Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe.</p> <p><b>Make:</b> Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step-by-step method carefully to make a recipe.</p> <p><b>Evaluate:</b> Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.</p>	<p>Seasonality Herbs Seasoning Spice Traditions Cross-contamination Preference Adaptation</p>
Assessment		
EXS	<ul style="list-style-type: none"> <li>Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment.</li> <li>Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device.</li> <li>Use peer feedback and design criteria to help guide the evaluation process.</li> <li>Create detailed pop-up books using multiple mechanisms. Use sliders, pivots, and folds to produce intricate structures</li> <li>Explain where and how a variety of ingredients are grown, reared, caught and processed. Know when different fruits and vegetables are in season in the United Kingdom</li> <li>Prepare ingredients hygienically and understand how to store and handle them correctly. Understand cross-contamination prevention</li> <li>Use a range of preparation and cooking techniques</li> </ul>	
GDS	<ul style="list-style-type: none"> <li>Cut materials with precision to the nearest mm and refine the finish with appropriate tools (such as sanding wood after cutting).</li> <li>Make a model which is accurate, functions well and is a quality finish.</li> <li>Continually evaluate their work as it develops and at the end against design criteria and the design brief. Make a prototype and well-finished poster which uses up to three lever/linkage mechanisms.</li> <li>Know where and how ingredients are grown, reared, caught and processed and that some regions of the UK specialise in specific ingredients.</li> </ul>	



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- Understand the importance of correct storage and handling of meat and fish using knowledge of cross contamination and bacteria. . Use and evaluate a wide range of preparation and cooking techniques including adjusting: cooking times, ingredients, methods and temperatures.

Year 6		
<b>Puppets</b>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, and finishing).</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products.</li> <li>- Evaluate their ideas and products against criteria.</li> </ul>	Functionality Design detail Dimensions
<b>Puppets</b>		
<b>Make a plain or fruit scone</b>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Writing a recipe, explaining the key steps, method, and ingredients.</li> <li>- Including facts and drawings from research undertaken.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Following a recipe, including using the correct quantities of each ingredient.</li> <li>- Adapting a recipe based on research.</li> <li>- Working to a given timescale.</li> <li>- Working safely and hygienically with independence.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Evaluating a recipe, considering taste, smell, texture, and origin of the food group.</li> <li>- Taste testing and scoring final product.</li> <li>- Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation, and cooking.</li> <li>- Evaluating health and safety in production to minimise cross contamination.</li> </ul>	
Assessment		
<b>EXS</b>	<ul style="list-style-type: none"> <li>• Aim the design criteria at a target market.</li> <li>• Use mock-ups, templates, and technical drawings</li> <li>• Use at least two different types of stitches.</li> <li>• Measure and mark a sewing and cutting line.</li> <li>• Develop advanced joining and finishing techniques</li> <li>• Apply their understanding of freestanding structures to help build them.</li> <li>• Use a wider range of tools and equipment to perform practical tasks accurately and use appropriate cutting and shaping techniques that include</li> <li>• Explain how eating different ingredients helps to provide a healthy and varied diet and understand the benefits of this.</li> <li>• Demonstrate high levels of precision and craftsmanship</li> <li>• Explain nutritional similarities between different types of food eaten around the world and say why this is important and accurately follow a recipe.</li> <li>• Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</li> <li>• Cut within the perimeter of the material, such as slots.</li> <li>• Select appropriate joining techniques.</li> <li>• Consider the views of others to improve their work.</li> </ul>	
<b>GDS</b>	<ul style="list-style-type: none"> <li>• Prioritise the most important points from the design criteria.</li> <li>• Use a combination of different stitches.</li> <li>• Create accurate paper templates</li> <li>• Demonstrate precision when measuring and cutting.</li> </ul>	



## BEECHFIELD SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS DESIGN AND TECHNOLOGY

- Say how an ingredient from a different part of the world might be prepared and used.
- Understand the importance of correct storage and heating of rice using knowledge of spores, bacteria and how they cause food poisoning.