

**The school's Christian vision**

Our five core Christian values  
*Trust, Honesty, Compassion, Respect and Kindness*  
 are centred on

**'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



**St Michael's CE VA Primary School, Lyme Regis**

Statutory framework for early years and foundation stage

<p><b>Communication and Language</b>  <b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b>  <b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> </ul>	<p><b>Physical Development</b>  <b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b></p> <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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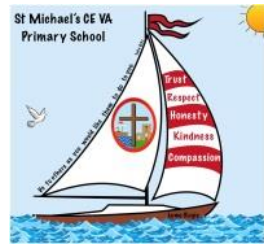
**Development Matters**

Birth to three – babies, toddlers and young children will be learning to:	3 and 4-year-olds will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> <li>Listen and respond to a simple instruction.</li> <li>Use gestures like waving and pointing to communicate.</li> <li>Reach or point to something they want while making sounds.</li> <li>Copy your gestures and words</li> <li>Understand simple instructions like “give to nanny” or “stop”.</li> <li>Recognise and point to objects if asked about them.</li> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to other people’s talk with interest but can easily be distracted by other things.</li> <li>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Explore different materials and tools.</li> <li>Start to make marks intentionally</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Learn new vocabulary</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: (healthy eating)</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>



**Progression in Design and Technology**

				Focus in...		
				Autumn term	Spring term	Summer term
EYFS	Reception	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluation		
		<ul style="list-style-type: none"> <li>Explain what they are making and which materials they are using.</li> <li>Select materials from a limited range that will meet simple design criteria e.g. shiny.</li> <li>Select and name the tools needed to work the materials e.g. scissors for paper.</li> </ul>	<ul style="list-style-type: none"> <li>Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</li> <li>Experience of different methods of joining card and paper.</li> <li>Joins construction pieces together to build and balance.</li> <li>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners, and masking tape.</li> <li>Experience of using construction kits to build walls, towers, and frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>Select materials from a limited range that will meet simple design criteria e.g. shiny, smooth, stretchy etc)</li> <li>Use adhesives to join material.</li> <li>Select and name the tools needed to work the materials e.g. scissors for paper.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop a food vocabulary using taste, smell, texture, and feel. Stir, spread, knead, and shape a range of food and ingredients.</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe simple models or drawings of ideas and intentions.</li> <li>Explores and uses a range of mechanisms.</li> <li>Explore ideas by rearranging materials</li> </ul>	<ul style="list-style-type: none"> <li>Assemble vehicles using construction kits.</li> <li>Realises tools can be used for a purpose.</li> <li>Manipulates materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate sizes of material for purpose.</li> <li>Selects appropriate resources and adapts work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Begin to work safely and hygienically- children know to wash hands before touching and eating food.</li> </ul>	
		<ul style="list-style-type: none"> <li>Understands that different media can be combined to create new effects.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple tools and techniques competently and appropriately.</li> <li>To operate simple equipment (programmable toys, remote controls, recordable devices)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their work as it progresses.</li> <li>Discuss possible changes and improvements they would make in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and weigh food items, non-statutory measures e.g. spoons, cups</li> </ul>	



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements – Key Stage 1 Pupils should be taught:**

- Through a variety of creative and practical activities
- The knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- To work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

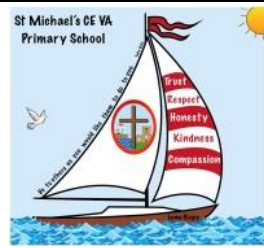


**Progression in Design and Technology**

**Focus in...**

Autumn term    Spring term    Summer term

Key Stage 1	Year 1	Progression in Design and Technology			Focus in...		
		Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluation	Autumn term	Spring term	Summer term
		<ul style="list-style-type: none"> <li>□ Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>□ Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>□ Begin to develop their ideas through talk and drawings.</li> <li>□ Start to suggest ideas and explain what they are going to do.</li> </ul>	<ul style="list-style-type: none"> <li>□ Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>□ Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>□ Begin to make their design using appropriate techniques.</li> <li>□ Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>□ Explain what is being made and why.</li> </ul>	<ul style="list-style-type: none"> <li>□ Say whether their product does what it is meant to (fits the design brief) and how it could be improved.</li> <li>□ When looking at existing products explain what they like and dislike about products and why.</li> </ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>□ Know how to peel, cut, grate, mix and mould foods (with close supervision).</li> <li>□ Begin to understand that all food comes from plants or animals.</li> </ul>		
		<ul style="list-style-type: none"> <li>□ Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>□ Design a product for myself, following design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>□ Select appropriate tools and equipment for the purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>□ Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> </ul>		
		<ul style="list-style-type: none"> <li>□ Work in a range of contexts (imaginary, home, school, wider community, story based).</li> <li>□ Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>□ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely.</li> <li>□ Use sheet materials and construction tools with appropriate supervision.</li> </ul>		<ul style="list-style-type: none"> <li>□ Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>□ Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</li> </ul>		



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**St Michael's CE VA Primary School, Lyme Regis**

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- Through a variety of creative and practical activities
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- To work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

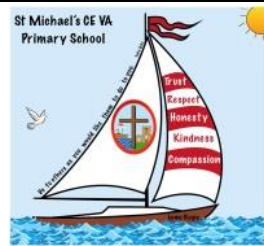


**Progression in Design and Technology**

**Focus in...**

Autumn term    Spring term    Summer term

		Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluation		Food and Nutrition	
Key Stage 1	Year 2	<ul style="list-style-type: none"> <li>□ Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>□ Identify a purpose for what they intend to design and make.</li> <li>□ Develop their ideas through talk and drawings and label parts.</li> </ul>		<ul style="list-style-type: none"> <li>□ Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>□ Demonstrate how to cut, shape and join fabric to make a simple product.</li> <li>□ Use basic sewing techniques.</li> <li>□ Cut, then join textiles using a running stitch, over sewing or glue.</li> <li>□ Decorate using a range of items (buttons, sequins, beads, ribbons etc).</li> <li>□ Explain what is being made and why the audience will like it.</li> </ul>		<ul style="list-style-type: none"> <li>□ Evaluate their work against their design criteria.</li> <li>□ Look at a range of existing products explain what they like and dislike about products and why.</li> <li>□ Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>		<ul style="list-style-type: none"> <li>□ Know how to peel, cut, grate, mix and mould foods (with supervision).</li> <li>□ Understand that all food comes from plants or animals.</li> <li>□ Know that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	
		<ul style="list-style-type: none"> <li>□ Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>□ Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>□ Design a product for myself and others, following design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>□ Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>□ With help measure, cut and score with some accuracy.</li> <li>□ Start to assemble, join and combine materials in order to make a product.</li> <li>□ Start to choose and use appropriate finishing techniques based on own ideas.</li> </ul>		<ul style="list-style-type: none"> <li>□ With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>		<ul style="list-style-type: none"> <li>□ Understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>□ Know that everyone should eat at least five portions of fruit and vegetables every day.</li> </ul>	
		<ul style="list-style-type: none"> <li>□ Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).</li> </ul>		<ul style="list-style-type: none"> <li>□ Learn to use hand tools safely and appropriately.</li> <li>□ Use sheet materials and construction tools with appropriate supervision.</li> </ul>					



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements – Key Stage 2 Pupils should be taught:**

- Through a variety of creative and practical activities,
- The knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- To work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design

- 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

Make

- 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

Evaluate

- 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 design and technology have helped shape the world

Technical knowledge

- 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.

Cooking and nutrition

- 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.



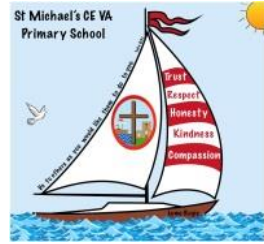
**Progression in Design and Technology**

**Focus in...**

**Autumn term**   **Spring term**   **Summer term**

		Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluation		Food and Nutrition	
<b>Lower Key Stage 2</b>	<b>Year 3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> With growing confidence generate ideas for an item, considering its purpose and the user/s.</li> <li><input type="checkbox"/> Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product.</li> <li><input type="checkbox"/> Understand how well products have been designed, made, what materials have been used and the construction technique.</li> <li><input type="checkbox"/> Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li><input type="checkbox"/> Start to understand whether products can be recycled or reused.</li> <li><input type="checkbox"/> Know to make drawings with labels when designing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li><input type="checkbox"/> Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li><input type="checkbox"/> Start to understand that mechanical and electrical systems have an input, process and output.</li> <li><input type="checkbox"/> Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</li> <li><input type="checkbox"/> Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> <li><input type="checkbox"/> Suggest what could be changed to improve a design, beginning to link this to the design brief.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li><input type="checkbox"/> Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> </ul>				
		<ul style="list-style-type: none"> <li><input type="checkbox"/> When planning explain their choice of materials and components including function and aesthetics.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to reinforce and strengthen a 3D framework.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>				
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how simple how to program a computer to monitor changes in the environment and control their products.</li> <li><input type="checkbox"/> Now sew using a range of different stitches, to weave and knit.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the key designs of individuals in design and technology has helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</li> <li><input type="checkbox"/> Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul>					

- Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.



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Evaluate

- 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
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Technical knowledge

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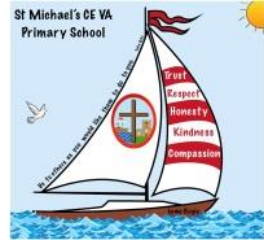
**Progression in Design and Technology**

Focus in...		
Autumn term	Spring term	Summer term

Lower Key Stage 2	Year 4	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluation	Food and Nutrition
		<ul style="list-style-type: none"> <li>□ Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</li> <li>□ Confidently make labelled drawings from different views showing specific features.</li> <li>□ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> </ul>	<ul style="list-style-type: none"> <li>□ Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</li> <li>□ Start to join and combine materials and components accurately in temporary and permanent ways.</li> <li>□ Know how mechanical systems such as cams or pulleys or gears create movement.</li> <li>□ Understand how more complex electrical circuits and components can be used to create functional products.</li> <li>□ Understand how to reinforce and strengthen a 3D framework.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluate their products carrying out appropriate tests.</li> <li>□ Start to evaluate their work both during and at the end of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> </ul>
		<ul style="list-style-type: none"> <li>□ Identify the strengths and areas for development in their ideas and products.</li> <li>□ When planning explain their choice of materials and components according to function and aesthetic.</li> </ul>	<ul style="list-style-type: none"> <li>□ Select a wider range of tools and techniques for making their product safely.</li> </ul>	<ul style="list-style-type: none"> <li>□ Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>□ Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>
		<ul style="list-style-type: none"> <li>□ When planning consider the views of others, including intended users, to improve their work.</li> <li>□ Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> </ul>	<ul style="list-style-type: none"> <li>□ Continue to learn how to program a computer to monitor changes in the environment and control their products.</li> <li>□ Now sew using a range of different stitches, to weave and knit.</li> <li>□ Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluate the key designs of individuals in design and technology has helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>□ Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</li> </ul>

- Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

- Know that to be active and healthy, food and drink are needed to provide energy for the body.



**The school's Christian vision**  
Our five core Christian values  
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**'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



## St Michael's CE VA Primary School, Lyme Regis

### National Curriculum Requirements – Key Stage 2 Pupils should be taught:

- Through a variety of creative and practical activities,
- The knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- To work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

#### Design

- 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

#### Make

- 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

#### Evaluate

- 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 design and technology have helped shape the world

#### Technical knowledge

- 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.

#### Cooking and nutrition

- 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.



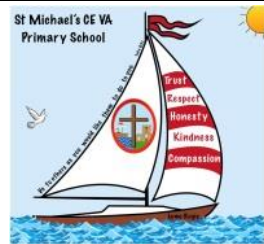
## Progression in Design and Technology

### Focus in...

Autumn term    Spring term    Summer term

Upper Key Stage 2	Year 5	Progression in Design and Technology			
		Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluation	Food and Nutrition
		<ul style="list-style-type: none"> <li>□ Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> <li>□ Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>□ Draw up a specification for their design- link with Mathematics and Science</li> </ul>	<ul style="list-style-type: none"> <li>□ Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</li> <li>□ 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.</li> <li>□ Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>□ Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</li> <li>□ Understand that mechanical and electrical systems have an input, process and output.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.</li> <li>□ Suggest improvements that could be made, considering materials and methods that have been used.</li> <li>□ Start to evaluate a product against the original design specification and by carrying out tests.</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> </ul>
		<ul style="list-style-type: none"> <li>□ With growing confidence apply a range of finishing techniques, including those from art and design.</li> <li>□ Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>□ With growing confidence select appropriate materials, tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>□ Begin to measure and mark out more accurately.</li> <li>□ Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>□ Weigh and measure accurately (time, dry ingredients, liquids).</li> </ul>	<ul style="list-style-type: none"> <li>□ Begin to evaluate it personally and seek evaluation from others.</li> <li>□ Use sheet and construction materials appropriately.</li> <li>□ Understand how mechanical systems such as cams, pulleys or gears create movement.</li> </ul>	<ul style="list-style-type: none"> <li>□ Cut, mix, mould and begin to use hobs to heat food with appropriate supervision.</li> <li>□ Begin to understand that seasons may affect the food available.</li> <li>□ Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>□ Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>□ Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>

	<ul style="list-style-type: none"> <li>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</li> </ul>
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Design

- 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

Make

- 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

Evaluate

- 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 design and technology have helped shape the world

Technical knowledge

- 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]
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**Progression in Design and Technology**

**Focus in...**

Autumn term    Spring term    Summer term

		Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluation		Food and Nutrition	
Upper Key Stage 2	Year 6	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Accurately apply a range of finishing techniques, including those from art and design.</li> <li>Draw up a specification for their design- link with Mathematics and Science.</li> </ul>		<ul style="list-style-type: none"> <li>Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>Use tools safely and accurately.</li> <li>Aim to make and to achieve a quality product.</li> <li>Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</li> <li>Understand that mechanical and electrical systems have an input, process and output.</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Record their evaluations using drawings with labels.</li> </ul>		<ul style="list-style-type: none"> <li>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> </ul>	
		<ul style="list-style-type: none"> <li>Plan the order of their work, choosing appropriate materials, tools and techniques</li> <li>Suggest alternative methods of making if the first attempts fail.</li> </ul>		<ul style="list-style-type: none"> <li>Assemble components to make working models.</li> <li>Construct products using permanent joining techniques.</li> <li>Know how to reinforce and strengthen a 3D framework.</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate against their original criteria and suggest ways that their product could be improved.</li> </ul>		<ul style="list-style-type: none"> <li>Understand that seasons may affect the food available.</li> <li>Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> </ul>	

		<ul style="list-style-type: none"> <li>□ Identify the strengths and areas for development in their ideas and products.</li> </ul>			<ul style="list-style-type: none"> <li>□ Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>
		<ul style="list-style-type: none"> <li>□ Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ With confidence pin, sew and stitch materials together to create a product.</li> <li>□ Demonstrate when make modifications as they go along.</li> <li>□ Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluate the key designs of individuals in design and technology has helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>□ Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</li> </ul>