



Progression Map	Design	Make	Evaluate	Technical knowledge	Food and nutrition
<p><b>Reception</b></p>	<p><b>EYFS expectations:</b>  <b>Children can safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Children can share their creations explaining their process</b>                      End Points:                      Create a simple design and record appropriately.                      Evaluate by verbally discussing suggested improvements.                      Be able to select appropriate tools and resources and utilise these safely.</p>				
<p><b><u>Year 1</u></b></p>	<p><b><u>NC expectations:</u></b>                      To design a product for themselves following design criteria.                       To use pictures and words to plan.                       Work in a range of contexts (imaginary, home, school and wider community).   <b><u>End Points:</u></b>                      Create plan to meet design brief of their own making (Using pictures and text).</p>	<p><b><u>NC expectations:</u></b>                      Explain what is being made and why.                       Selecting appropriate tools and equipment for purpose such as cutting, shaping and joining.   <b><u>End Points:</u></b>                      Verbally discuss reasons for design features.                       Select and utilise appropriate equipment and utensils to manipulate materials.                       Finish making with focus on aesthetics.</p>	<p><b><u>NC expectations:</u></b>                      Explore a range of existing products and say what is good and bad about them.                       Does new product fit the design criteria and how could it be improved.   <b><u>End Points:</u></b>                      Select and utilise appropriate materials with reasoning.                       Compare outcome to design brief (verbally).</p>	<p><b><u>NC expectations:</u></b>                      Build structures exploring strength and stability.                       Explore and use mechanisms such as levers and sliders.   <b><u>End Points:</u></b>                      Understand and use key vocabulary.                       Manipulate clay to meet function and design.                       Cut materials using scissors.                       Fold materials to create 3D effects.</p>	<p><b><u>NC expectations:</u></b>                      Understand where food comes from.                       Know how to peel and cut different soft fruit.                       Use the principles of a healthy and varied diet.   <b><u>End Points:</u></b>                      Select healthy and available ingredients.                       Peel and cut safely using cutlery knives.</p>



<p><u>Year 2</u></p>	<p><b><u>NC expectations:</u></b> To design a product for themselves and others following design criteria.</p> <p>To demonstrate own ideas using drawings, words and templates to plan.</p> <p>To work confidently in a range of contexts (imaginary, home, school and wider community).</p> <p><b><u>End Points:</u></b> Create a plan thinking of the needs of others as well as themselves. (Using pictures and text)</p>	<p><b><u>NC expectations:</u></b> Explain what is being made and why the audience might like it.</p> <p>Choose appropriate tools and equipment for purpose such as cutting, shaping and joining. Describing and explaining why.</p> <p><b><u>End Points:</u></b> Verbally discuss reasons for design features and why it is appealing.</p> <p>Select, utilise and reason appropriate equipment and utensils to manipulate the materials.</p> <p>Finish making with focus on aesthetics.</p>	<p><b><u>NC expectations:</u></b> Describe how their own products work and what could be done differently.</p> <p>Does new product fit the design criteria and how could it be improved.</p> <p><b><u>End Points:</u></b> Describe and understand how product works including other design options.</p> <p>Compare outcome to design brief and suggest improvements (recorded).</p>	<p><b><u>NC expectations:</u></b> Build structures exploring how they can be made stronger and more stable.</p> <p>Explore and use mechanisms such as levers and sliders.</p> <p><b><u>End Points:</u></b> Understand and use key vocabulary.</p> <p>Assemble and join different materials using appropriate adhesives.</p> <p>Cut materials using scissors.</p> <p>Fold materials to create 3D effects.</p>	<p><b><u>NC expectations:</u></b> Understand where food comes from.</p> <p>Know how to prepare different food items with supervision.</p> <p>Use the principles of a healthy and varied diet.</p> <p><b><u>End Points:</u></b> Select healthy and available ingredients including understanding where chosen ingredients come from.</p> <p>Prepare and construct completed dish safely using appropriate kitchen apparatus.</p>
<p><u>Year 3</u></p>	<p><b><u>NC expectations:</u></b></p>	<p><b><u>NC expectations:</u></b></p>	<p><b><u>NC expectations:</u></b></p>	<p><b><u>NC expectations:</u></b></p>	<p><b><u>NC expectations:</u></b></p>



	<p>To create a design to meet a range of requirements.</p> <p>Select the equipment and tools needed when planning.</p> <p>Design using an accurately labelled diagram.</p> <p><b>End Points:</b> Create a plan with end users needs in mind. (Using pictures, labelled diagrams and text).</p> <p>Select appropriate materials and tools to create a materials list.</p>	<p>Use a range of tools and equipment with accuracy.</p> <p>Measure, mark out, assemble and join materials with accuracy.</p> <p><b>End Points:</b> Select, utilise and reason appropriate equipment and utensils to manipulate the materials.</p> <p>Create product to accurately meet personal design (including measurement)</p>	<p>Evaluate own and existing products.</p> <p>Suggest what could be changed to improve design linked to the design criteria.</p> <p><b>End Points:</b> Evaluate against existing products of similar design.</p> <p>Document changes that could be made to improve the design in relation to design brief.</p>	<p>Build structures exploring how they can be made stronger and more stable.</p> <p>Cut and join textiles using stitching or glue.</p> <p><b>End Points:</b> Understand and use key vocabulary.</p> <p>Join textiles using stitching and glue.</p> <p>Cut materials using scissors and other appropriate implements.</p> <p>Manipulate clay to meet function and design with accuracy.</p>	
<b>Year 4</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>



	<p>Generate more than one idea for how to create a product.</p> <p>Gather information to help design a successful product.</p> <p>Produce a detailed plan with different types of drawing including sketches, cross sections and exploded views.</p> <p><b>End Points:</b> Create plan with multiple ideas, using different sketches and diagrams.</p> <p>Utilise information to select the appropriate design to carry forward to making phase.</p>	<p>Use a range of tools and equipment with accuracy.</p> <p>Measure, mark out, assemble and join materials with accuracy.</p> <p><b>End Points:</b> Select, utilise and reason appropriate equipment and utensils to manipulate the materials.</p> <p>Create product to accurately meet personal design (including measurement).</p>	<p>Evaluate appearance and usability of own and existing products.</p> <p>Explain what could be changed to improve design linked to the design criteria (Appearance and usability).</p> <p><b>End Points:</b> Evaluate against existing products of similar design including appearance.</p> <p>Document changes that could be made to improve the design in relation to design brief.</p>	<p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical products including series circuits incorporating switches and bulbs.</p> <p><b>End Points:</b> Measure accurately.</p> <p>Understand how to strengthen structure.</p> <p>Create a functioning circuit including joining of live cables.</p> <p>Understand importance of battery, conductors and outputs (bulbs, buzzers).</p>	<p>Apply principles of a healthy and varied diet.</p> <p>Prepare and cook savoury dishes, understanding origin and seasonality.</p> <p>Know how to wash, peel, slice and cut different vegetables.</p> <p>Understand different flavours and textures.</p> <p><b>End Points:</b> Select healthy and available ingredients, understanding where chosen ingredients originate and seasonality.</p> <p>Prepare and cook a savoury dish, considering flavour and textures.</p> <p>Wash, peel, cut and slice using chosen apparatus safely.</p>
<b>Year 5</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	



	<p>Generate a range of designs after collating relevant information (research, market research).</p> <p>Produce a detailed plan with different types of drawing including sketches, cross sections and exploded views as well as step by step instructions.</p> <p><b>End Points:</b> Utilise research both market and web based to inform design to meet brief.</p> <p>Create plan with multiple ideas, using different sketches, diagrams and detailed instructions.</p>	<p>Use a range of tools and equipment expertly.</p> <p>Consider aesthetic and functionality when making.</p> <p><b>End Points:</b> Select, utilise and reason appropriate equipment and utensils to manipulate the materials.</p> <p>Use tools and materials expertly and safely.</p> <p>Ensure completed product meets design specification, matches design in both form and function.</p>	<p>Evaluate the appearance and function of the product against the design criteria.</p> <p>Suggest improvements considering materials and methods used.</p> <p><b>End Points:</b> Evaluate against existing products of similar design including appearance.</p> <p>Evaluate the function and appearance of their design against the brief.</p> <p>Document changes that could be made to design, materials and method.</p>	<p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand how mechanical systems such as pulleys, cams or gears create movement.</p> <p><b>End Points:</b> Understand cushioning and protection of products (Science link).</p> <p>Understand Cam shape and influence on movement.</p> <p>Explain impact of material choice on design.</p>	
<b>Year 6</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>	<b>NC expectations:</b>



	<p>Use a range of information to inform design (e.g. market research, surveys, questionnaires and web-based research).</p> <p>Produce a detailed plan with different types of drawing including sketches, cross sections and exploded views as well as step by step instructions. Make use of computer aided design (CAD).</p> <p>Work within time and budget constraints refining plans as necessary.</p> <p><b>End Points:</b> Individually create a detailed plan based on a brief and informed research. This will include use of different images and the use of Tinker CAD.</p>	<p>Use a range of tools and equipment precisely.</p> <p>Consider aesthetic and functionality when making.</p> <p>Refine design as required.</p> <p><b>End Points:</b> Utilise appropriately selected tools to create models and products with precision.</p> <p>Editing design as creative process progresses.</p>	<p>Evaluate the appearance and test the function of the product against the design criteria. Stating whether design is fit for purpose.</p> <p>Suggest improvements considering materials, methods, sustainability and cost.</p> <p><b>End Points:</b> Evaluate against existing products of similar design including appearance.</p> <p>Evaluate the function and appearance of their design against the brief and decide whether it is fit for purpose.</p>	<p>Understand and use electrical products including series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Cut and join textiles using different stitching techniques.</p> <p>Pin and tack fabric, use patterns and seam allowances and join fabrics to make quality products.</p> <p><b>End Points:</b> Understand importance of battery, conductors and outputs (bulbs, buzzers).</p>	<p>Cut, mix and use hobs to heat food with developing independence.</p> <p>Understand seasonality and where food comes from.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p><b>End Points:</b> Select healthy and available ingredients, understanding where chosen ingredients originate and seasonality.</p> <p>Prepare and cook a dish, considering flavours and textures.</p>
--	---	--	---	--	--



		Ensure both aesthetics and function are considered during the design and build process.	Document changes that could be made to design, materials and method including considering cost and sustainability.	Create a functioning circuit including joining of live cables.  Create finished textile product with a focus on appearance and function.	Cut, mix and use hobs to heat food with developing independence.
--	--	---	--	--	--