

Progression of skills in Design and Technology  
Tenbury Primary Academy UKS2

<p>Developing, planning and communicating ideas</p>	<ul style="list-style-type: none"> <li>• Draw on market research to inform design</li> <li>• Create own design criteria and specification</li> <li>• Come up with Innovative design</li> <li>• Use sketches, planning and diagrams</li> <li>• Clearly explain how parts of a design will work</li> <li>• Independently model and refine ideas</li> <li>• Use computer aided designs</li> </ul>	<p>Year 5 Structures- Bridges/ Walls and Barricades Year 5 – Mexican meal</p> <p>Year 6 Structures Volcanos Year 6 Electrical systems and structures- Big Ben Year 6 Textiles- Viking pouches Year 6 Tinker cad unit- Cross curricular computing Year 6 Mechanisms- Greek Chariot</p>
<p>Working with tools, equipment, materials and components to make quality products (including food)</p>	<ul style="list-style-type: none"> <li>• Use selected tools and equipment precisely</li> <li>• Produce lists of tools, equipment and materials needed</li> <li>• Create step by step plans</li> <li>• Explain how a product will appeal to an audience</li> <li>• Accurately, assemble, join, mark out, cut, combine components/ materials/ textiles</li> <li>• Use techniques that involve a number of steps</li> <li>• Explain choices and think about aesthetics and functionality</li> <li>• Use different types of circuits in a product</li> <li>• Use a computer program to aid design</li> </ul>	<p>Year 5 Structures- Bridges/ Walls and Barricades Year 5 – Mexican meal</p> <p>Year 6 Structures Volcanos Year 6 Electrical systems and structures- Big Ben Year 6 Textiles- Viking pouches Year 6 Tinker cad unit- Cross curricular computing Year 6 Mechanisms- Greek Chariot</p>
<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> <li>• Evaluate quality of design, is it fit for purpose?</li> <li>• Keep checking design, is it best it can be?</li> <li>• Evaluate ideas against specification and criteria</li> <li>• Test and evaluate final product</li> <li>• Explain what could be improved and how</li> <li>• Consider the impact of products beyond their intended purpose</li> <li>• Evaluate how much products cost to make</li> </ul>	<p>Year 5 Structures- Bridges/ Walls and Barricades</p> <p>Year 6 Electrical systems and structures- Big Ben Year 6 Textiles- Viking pouches Year 6 Structures Volcanos</p>
<p>Food and nutrition</p>	<ul style="list-style-type: none"> <li>• Understand a recipe can be adapted.</li> <li>• Explain seasonality of food</li> <li>• Name types of foods that are grown outside the UK</li> <li>• Adapt recipes to change appearance, taste texture</li> <li>• Prepare and cook a variety of savoury dishes, hygienically</li> <li>• Use techniques such as , chopping, slicing, grating, mixing, spreading, kneading,</li> <li>• Understand the principles of a healthy, balanced diet.</li> </ul>	<p>Year 5 – Mexican meal</p> <p>Year 6 Nutrition- Greek salad</p>