Icklesham Church of England Primary School and Nursery

Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all.

Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16

Our Values:

Joy, Forgiveness, Justice, Service, Love, Excellence, Courage, Integrity, Perseverance.

DESIGN and TECHNOLOGY PROGRESSION PLANS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	• I can create a simple design for my product that is functional and appealing to myself	• I can create a simple design for my product that is purposeful, functional and	• I can use my knowledge of existing products to design my own functional product.	• I can use my knowledge of existing products to design a functional and	• I can use my research into existing products to inform the design of my own	• I can generate, develop, model and communicate my ideas through discussion,

	and others. • I can use words and pictures to describe what I want to do. • I can talk about my design. • I can use a computer program (2 design and make) to design a product.	appealing to myself and others based on design criteria given • I can generate, develop, model and communicate my ideas through talking drawing, templates and mock ups. • I can research my ideas using ICT.	• I can create designs using annotated sketches and prototypes. • I can talk about my design and discuss how it might change from my original idea after research and prototypes.	appealing product for a particular purpose and audience. • I can create designs using annotate sketches, exploded diagrams and pattern pieces. • I can research and develop my design from a given design criteria.	innovative product. • I can create designs using annotated sketches and cross sectional designs and pattern pieces.	annotated sketches, exploded diagrams and through prototypes and computer aided design
Make	• I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.	• I can choose tools I would like to use and select materials based on my knowledge of their properties. • I can safely measure, mark out, cut and shape materials and components using a range of tools.	• I can safely measure, mark out, cut assemble and join with some accuracy. • I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them	• I can use techniques which require more accuracy to cut, shape, join and finish my work. • I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials and plan how to use them.	• I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.	• I can use my technical knowledge and accurate skills to problem solve during the making process. • I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.
Evaluate	• I can ask simple questions about existing products	• I can evaluate and assess existing products and that	• I can investigate and analyse existing products	• I can investigate and analyse a range of existing	• I can make detailed evaluations about	• I understand how key events and individuals in

	and those that I have made.	that I have made using a design criteria. • I can state what I like and dislike about my product.	and those I have made, considering a wide range of factors. • I can talk about how I would improve my product if I was to make it again.	products and explain how they will help to develop my design. • I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.	existing products and my own considering the views of others to improve my work.	design and technology have helped shape the world.
Technical Knowledge	• I can build structures, exploring how they can be made stronger, stiffer and more stable. • I can use wheels and axles in a product.	• I can explore and use mechanisms such as levers, sliders and wheels in products. • I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.	• I can investigate different techniques for stiffening, strengthening and reinforcing more complex structures.	• I can understand and use electrical systems in my products. • I can apply techniques I have learnt to strengthen structures and explore my own ideas.	• I can understand how to use more complex mechanical systems.	• I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger and more stable. • I can understand how to use more complex electrical systems. • I can apply my understanding of computer programs to monitor and control my

						product.
Cooking and Nutrition	• I can say where some food comes from with support. • I can prepare a simple salad/ fruit salad and talk about where the fruit and vegetables come from. • I can peel and chop foods using the bridge and claw grip with support. • I can say whether some foods are healthy or unhealthy.	• I can say where some foods come from. • I can peel and mix foods with some support. • I can chop low resistance foods using the bridge and claw grip with some support. • I can grate soft foods with support. • I can say what foods I should eat to stay healthy.	• I can talk about where and how foods are grown, reared, caught and processed. • I can peel, grate and mix food with increasing accuracy. • I can measure ingredients by counting. • I can chop low resistance foods using the bridge and claw grip with increasing accuracy. • I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely. • I can talk about the different food groups and name a food from each group.	• I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. • I can read and follow recipes which involve several processes, skills and techniques with some support. • I can chop high resistance foods using the bridge and claw grip with increasing accuracy. • I can measure ingredients using digital scales with support.	• I can understand seasonality and the advantages of eating seasonal and locally produced food. • I can read and follow recipes which involve several processes, skills and techniques. • I can chop high resistance foods using the bridge and claw grip with increasing accuracy. • I can confidently plan a series of meals based on the principals of a healthy and varied diet. • I can use information of food labels to inform choice. • I can research, plan and prepare a savoury dish, applying my	• I can design and create a cake based on a given theme • I can measure ingredients using a digital scales with accuracy.

					knowledge of ingredients and my technical skills. • I can measure ingredients using a digital scales.	