

Year 5	
<u>Progression of Skills and Understanding:</u> Designing	✎ 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. ✎ Use research and begin to develop design criteria to design useful, practical and appealing products for a particular audience. ✎ Begin to generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams. ✎ Know how computer-aided design would support their design development and make selections.
<u>Progression of Skills and Understanding:</u> Making and Technological Knowledge	<u>Making</u> ✎ 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 <u>Technical Knowledge</u> ✎ 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.
<u>Progression of Skills and Understanding:</u>	✎ Cut safely and with precision to a marked line ✎ Use a craft knife, cutting mat and safety ruler under close (1:1) supervision.

Making and Technological Knowledge Materials and Components	✎ Join and combine sheet materials using temporary, fixed and/or moving joints. ✎ Select appropriate sheet materials, linkages, levers, joins etc. for the task.
<u>Progression of Skills and Understanding:</u> Making and Technological Knowledge Construction Materials	✎ Use a glue gun with close supervision. ✎ Use a hand drill safely. ✎ Use mechanical devices such as gears, pulleys, levers and springs as part of a mechanism in a product ✎ (links with Y5 Science – forces). ✎ Select and use appropriate methods to join materials. ✎ Control a model using an ICT control programme. ✎ Build frameworks using a range of materials e.g. wood, card and plastic.
<u>Progression of Skills and Understanding:</u> Making and Technological Knowledge Textiles	✎ Join textiles using over sewing, back stitch, blanket stitch or machine stitching. ✎ Embellish textiles before joining, where appropriate. ✎ Understand how a pattern is laid out. ✎ Begin to be able to create products using pattern pieces. ✎ Continue to combine different fabrics to create a useful and pleasing product. ✎ Adapt work to improve the quality as it progresses.
<u>Progression of Skills and Understanding:</u> Evaluating	✎ 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. ✎ Investigate a range of existing products and make comparisons e.g. quality, ease of use, visual appearance, etc. ✎ Use knowledge of design features of existing products to inform the making and evaluating of their own products and those of their peers.

	☞ Understand how key events and individuals in design and technology have helped shape the world (this could link with History, e.g. a study of an aspect or theme in British history beyond 1066, e.g. Stephenson, Brunel, etc. (this could be in Year 5 or Year 6 or both).
<u>Progression of Skills and Understanding:</u> <u>Cooking and Nutrition</u>	☞ 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. ☞ Use different methods to combine foods, e.g. whisking, beating or rubbing. ☞ Begin to decorate or present food to make it pleasing to the eye. ☞ Follow, adapt, create and refine recipes. ☞ Prepare dishes, safely and hygienically, controlling the temperature of the oven or hob if cooking. ☞ Explore the impact of food miles and eating locally grown, caught and reared food