

Landgate Assessment- Progression Map



Design Technology				
Engagement Model				
	EM.1 Minimal level/emerging	EM.2 Partly sustained	EM.3 Mostly sustained	STAGE 6.0 Fully sustained
Exploration	<p>I can show curiosity and a desire to explore, learn and make connections with activities.</p> <p>I can actively explore objects and activities for extended periods of time.</p> <p>I can investigate and find out more about an object or material within an activity.</p> <p>I can explore materials systematically for longer periods of time and in a range of environments e.g. tearing and scrunching papers.</p>			
Anticipation	<p>I can be resistant and passive to experiences and activities including unfavourable activities.</p> <p>I react to new activities and experiences e.g. pulling away/ moving towards/ grabbing for more.</p> <p>I can anticipate familiar and known events e.g. locating equipment that is regularly used.</p> <p>I can predict what will happen as a result of a previous experience, knowledge or skill e.g showing pre-emptive reactions to a stimulus, repeating a cause to get a specific effect.</p>			
Realisation	<p>I have an awareness and show responses through facial expressions, vocal, gestures and actions.</p> <p>I can recognise familiar events and objects.</p> <p>I am aware of the cause and effect and show excitement/ surprise or even fear e.g. in a creative process</p> <p>I remember learned responses over times e.g. automatically completing a familiar task.</p> <p>I make discoveries to repeat an action to make the same or similar effect e.g. using tools.</p>			
Initiation	<p>I can give intermittent responses to activities e.g. feeling, smelling or tasting appropriate substances.</p> <p>I can communicate consistently for preferences e.g. reaching for specific materials in preference to other materials</p> <p>I can make requests for events and activities e.g. taking hand to a resource or collecting a resource.</p> <p>I can respond to options and choices with my preferred communication method (actions, gestures, eye pointing, symbols, signs) e.g. making choices within design.</p>			

Persistence	<p>I have periods of focused attention and concentration when prompted</p> <p>I can perform actions, through trial and improvement.</p> <p>I can apply solutions systematically to solve problems e.g. collecting objects of interest, displaying them and becoming more familiar with them.</p> <p>I can refine skills through determination and refusing to give up, by actively finding out more by interactions with stimuli e.g. repeating actions until successful.</p> <p>I can demonstrate independence in activities e.g. accessing familiar resources independently.</p>	
Stage	Skills	Knowledge
6	<p>I can make basic choices.</p> <p>I can use a basic tool, with support, for example, pushing a roller.</p> <p>I can explore plants and animals that produce food.</p> <p>I can taste a variety of food items and physically state preferences by requesting/refusing more.</p> <p>I can prepare for a cooking session with support.</p>	<p>I can show an interest in my finished product by exploring or playing with it.</p> <p>I can offer responses to making activities, [for example, suggesting the colour or shape of a product].</p> <p>I can observe others using familiar products and may show preferences by requesting to explore an object myself.</p> <p>I can demonstrate preferences for products, materials and ingredients, [for example, selecting a preferred filling for a sandwich].</p> <p>I can observe others using equipment to measure and weigh ingredients</p>
7	<p>I can explore the different parts familiar products are made from.</p> <p>I can copy the actions of others using a basic tool, [for example, preparing a surface with a glass paper block].</p> <p>I can taste a variety of food items.</p> <p>I can begin to prepare predominantly savoury dishes with support.</p> <p>I can prepare for cooking sessions hygienically with support. E.g. washing hands</p> <p>I can copy using basic measuring equipment with support.</p>	<p>I can begin to offer responses to designing and making activities within a wider range of materials, [for example, suggesting the colour, texture or shape of a product].</p> <p>I can recognise familiar products</p> <p>I can watch others using a basic tool.</p> <p>I can begin to begin to state preferences after tasting food.</p> <p>I can begin to name some plants and animals out of a selection of those that produce food with support.</p>
8	<p><u>Design</u></p> <p>I can make choices based on preference in my designing and making, [for example choosing colours and materials to use].</p>	<p><u>Design</u></p> <p>I can begin to communicate preferences for a purpose in my designing and making, [for example choosing colours and materials to use].</p>

	<p><u>Evaluate</u> I can explore familiar products. [for example shape, size, colour, use] I can say if I like or don't like my design with prompts.</p> <p><u>Make</u> I can use basic tools or equipment in simple processes, chosen in negotiation with staff, [for example, in cutting or shaping materials]. I can glue to make and strengthen products with support</p> <p><u>Technical knowledge</u> I can operate familiar products, with support, and explore how they work.</p> <p><u>Cooking and Nutrition</u> I can taste a variety of food items. I can begin to follow key word/symbol instructions to prepare predominantly savoury dishes. I can begin to follow personal hygiene rules to prepare for cooking with support. I can begin to use measuring cups and spoons with support.</p>	<p><u>Evaluate</u> I can begin to comment on familiar products [for example shape, size, colour, use]</p> <p><u>Make</u> I can begin to communicate preferences in my making [for example adding selected felt shapes to fabric].</p> <p><u>Technical knowledge</u> I can explore how familiar products work.</p> <p><u>Cooking and Nutrition</u> I can state preferences for a variety of food items. I can name some plants and animals which produce food. I can begin to show knowledge of how measuring cups and spoons are used.</p>
9	<p><u>Evaluate</u> I can explore familiar products. I can say If I like or dislike my design.</p> <p><u>Make</u> I can manipulate a wider range of basic tools in making activities with help. I can colour materials with support. I can cut and shape materials with support. I can glue to make and strengthen products.</p> <p><u>Cooking and nutrition</u> I can follow key word/symbol instructions to prepare predominantly savoury dishes.</p>	<p><u>Design</u> I can begin to contribute to decisions about what I will do and how, [for example, communicating my approval of certain features of a process].</p> <p><u>Evaluate</u> I can communicate views about familiar products when prompted. I can say If I like or dislike my design. I can explore familiar products and say if I like or don't like a product or design.</p> <p><u>Technical knowledge</u> I can explore products that use electricity.</p>

	<p>I can follow personal hygiene rules to prepare for cooking with support.</p> <p>I can use measuring cups and spoons with support.</p>	<p>I can explore products that use a variety of options (such as wheels and axles, levers, sliders and pulleys) to build knowledge to make choices.</p> <p>I can observe products being controlled by computing.</p> <p>I can explore building structures with support.</p> <p><u>Cooking and nutrition</u></p> <p>I can recognise a variety of food items and state preferences.</p> <p>I can use measuring cups and spoons with support.</p> <p>I can begin to show awareness that food comes from plants and animals.</p>
10	<p><u>Make</u></p> <p>I can demonstrate a range of cutting and shaping techniques safely, using a range of tools [for example, tearing, cutting, folding and curling].</p> <p>I can shape, colour and decorate textiles and materials.</p> <p>I can use materials to practice drilling, screwing, gluing or nailing to make and strengthen products</p> <p><u>Technical Knowledge</u></p> <p>I can build structures, exploring how to make them stronger.</p> <p>I can explore and use levers or wheels and axels in my product.</p> <p><u>Cooking and Nutrition</u></p> <p>I can cut ingredients safely and hygienically.</p> <p>I can assemble or cook ingredients safely and hygienically.</p>	<p><u>Design</u></p> <p>I can communicate my ideas through talking and drawing</p> <p>I can design products that have a clear purpose and intended user.</p> <p><u>Evaluate</u></p> <p>I can explore objects and designs to identify the likes and dislikes of the design.</p> <p>I can suggest improvements to existing designs.</p> <p>I can evaluate my design identifying the likes and dislikes of the design.</p> <p><u>Technical Knowledge</u></p> <p>I can explore and use levers or wheels and axels in my product.</p> <p><u>Cooking and Nutrition</u></p> <p>I can use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>I can explore and begin to understand where food comes from.</p>
11	<p><u>Make</u></p> <p>I can demonstrate a range of cutting and joining techniques [for example, gluing, hinges, stitching or combining materials to strengthen].</p> <p>I can colour and decorate to finish my product, using a range of techniques.</p>	<p><u>Design</u></p> <p>I can make products, refining the design as work progresses.</p> <p>I can design products based on a design criteria</p> <p>I can communicate my ideas through templates, mock ups and, where appropriate, using ICT to generate or develop my design.</p>

	<p><u>Technical Knowledge</u> I can build structures, exploring how to make them stronger, stiffer and more stable I can explore and use winding mechanisms or sliders in my products.</p> <p><u>Cooking and Nutrition</u> I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales.</p>	<p><u>Evaluate</u> I can explore and evaluate a range of existing products. I can evaluate my product against the design criteria.</p> <p><u>Cooking and Nutrition</u> I can prepare healthy and varied dishes. I can understand where food comes from [for example, plant or animal, root, leaf or fruit, the 5 food groups]</p>
12	<p><u>Evaluate</u> I can investigate and evaluate a range of existing products.</p> <p><u>Make</u> I can make products by using a range of tools and equipment and working efficiently [for example, by carefully selecting materials fit for purpose]. I can cut and join materials accurately and safely using appropriate tools.</p> <p><u>Technical Knowledge</u> I can use electrical systems in my products [for example, simple circuits and bulbs]. I can use mechanical systems such as levers and linkages in my products.</p> <p><u>Cooking and Nutrition</u> I can prepare and cook ingredients hygienically using appropriate utensils. I can cook a variety of predominantly savoury dishes safely and hygienically. I can measure accurately. I can follow a recipe.</p>	<p><u>Design</u> I can design with purpose using research to support the design process. I can communicate my ideas through discussion and annotated sketches.</p> <p><u>Evaluate</u> I can evaluate my design against the design criteria suggesting improvements.</p> <p><u>Make</u> I can use my knowledge to select appropriate cutting and shaping techniques.</p>
13	<p><u>Make</u></p>	<p><u>Design</u></p>

	<p>I can make products using a range of tools and equipment, by working efficiently and accurately [for example, by carefully selecting materials according to their functional and aesthetic properties].</p> <p>I can cut materials with precision and select and apply appropriate joining techniques.</p> <p><u>Technical Knowledge</u></p> <p>I can use electrical systems in my products [for example, series circuits incorporating switches and bulbs or buzzers].</p> <p>I can use mechanical systems in my products such as pulleys.</p> <p><u>Cooking and Nutrition</u></p> <p>I can prepare and cook a range of predominantly savoury dishes safely and hygienically with increasing independence.</p>	<p>I can design with purpose using research to support the design of functional, appealing products.</p> <p>I can communicate my ideas through cross sectional diagrams and pattern pieces.</p> <p><u>Evaluate</u></p> <p>I can evaluate my design against the design criteria, considering the views of others to improve my work.</p> <p>I can disassemble products to understand how they work.</p> <p><u>Technical Knowledge</u></p> <p>I can understand electrical systems in my products [for example, series circuits incorporating switches and bulbs or buzzers].</p> <p><u>Cooking and Nutrition</u></p> <p>I can understand the principals of a healthy and varied diet.</p> <p>I can understand where a variety of ingredients are grown.</p>
14	<p><u>Make</u></p> <p>I can make products by selecting and using a wide range of tools and equipment, ensuring products have a quality finish.</p> <p>I can cut and join materials with precision and refine the finish with appropriate tools.</p> <p><u>Technical Knowledge</u></p> <p>I can use circuits that employ a number of components in my products.</p> <p>I can use mechanical systems in my products such as cams.</p> <p><u>Cooking and Nutrition</u></p> <p>I can prepare and cook a range of predominantly savoury dishes demonstrating a range of cooking and baking techniques.</p>	<p><u>Design</u></p> <p>I can design with the user in mind, motivated by the service a product will offer.</p> <p>I can communicate my ideas through exploded diagrams.</p> <p>I can combine elements of design from a range of inspirational designers through history.</p> <p><u>Evaluate</u></p> <p>I can evaluate my design against my own design criteria, evaluating and making refinements throughout working process.</p> <p><u>Make</u></p> <p>I can use my knowledge select and use a wide range of tools and equipment, ensuring products have a quality finish.</p> <p><u>Technical Knowledge</u></p> <p>I can understand circuits that employ a number of components in my products.</p>

		<p>I can understand mechanical systems in my products such as cams.</p> <p><u>Cooking and Nutrition</u> I can understand seasonality and how a variety of ingredients are grown and reared. I can apply the principals of a healthy and varied diet.</p>
15	<p><u>Design</u> I can communicate my ideas through prototypes and computer aided design.</p> <p><u>Make</u> I can develop and use a wide range of practical skills with precision and increasing confidence to create high quality products [e.g. cutting, drilling and screwing, nailing, gluing, filing and sanding].</p> <p><u>Technical Knowledge</u> I can use mechanical systems in my products such as gears. I can use electrical systems in my products such as motors. I can apply my understanding of computing to program, monitor and control my products.</p> <p><u>Cooking and Nutrition</u> I can create and refine recipes for a range of predominantly savoury dishes, including ingredients, methods and cooking times. I can prepare and cook a range of predominantly savoury dishes with increasing confidence using a wide range of cooking techniques.</p>	<p><u>Design</u> I can use my knowledge to design with the user in mind to create innovative products aimed at particular individuals or groups.</p> <p><u>Make</u> I can show and understanding of the qualities of materials to create suitable visual and tactile effects in the making and decoration of my product.</p> <p><u>Evaluate</u> I can understand how key events and individuals in design and technology have helped shape the world I can continually evaluate and refine my design and evaluate the end product to suggest improvements to the user experience.</p> <p><u>Technical Knowledge</u> I can understand mechanical systems in my products such as gears. I can understand electrical systems in my products such as motors. I can understand computing supports program, monitor and control my products.</p> <p><u>Cooking and Nutrition</u> I can understand seasonality and how a variety of ingredients are caught and processed.</p>