

Design & Technology Skills Progression

	Year 1 Puppets	Year 2 Food technology designing and making vehicles	Year 3 Photo frames	Year 4 Money containers	Year 5 Biscuits Sewing	Year 6 Building bridges
Developing, planning and communicating ideas	<p>Begin to understand the development of existing products; what they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to develop their ideas through talk and drawing.</p> <p>Make templates and mock ups of their ideas in card or paper.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Make templates and mock ups of their ideas in card or paper.</p>	<p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and construction techniques.</p> <p>Know to make drawings with labels when designing.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning explain their choice of materials and components according to function and aesthetics.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques including those from art and design.</p> <p>Suggest alternative ways of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>

<p>Working with tools, equipment, materials and components to make quality products</p>	<p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p>	<p>Begin to select tools and materials: use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Start to assemble, join and combine materials in order to make a product.</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p>	<p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p>	<p>Select from and use a wider range of material and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use tools safely and accurately.</p> <p>Assemble components to make working models.</p> <p>Demonstrate and make modifications as they go along.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p>
<p>Evaluating processes and products</p>	<p>Start to evaluate their product by discussing how well it works in relation to the purpose.</p> <p>When looking at existing products explain what they like and dislike about products and why.</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose. Evaluate the key designs of individuals in design and technology has helped shape the world.</p>	<p>Evaluate their products carrying out appropriate tests.</p> <p>Start to evaluate their work both during and at the end of the assignment.</p>	<p>Evaluate their work both during and at the end of the assignment.</p> <p>Begin to evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products, identifying strengths and areas for development and carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>
<p>Food and nutrition</p>		<p>Understand that all food comes from plants and animals.</p> <p>Understand how to name and sort food into the five groups in 'the eat well plate'</p>			<p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of</p>	

		<p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>			<p>savoury dishes safely and hygienically including where appropriate the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	
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