

## Design & Technology Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design -</b> Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas	<ul style="list-style-type: none"> <li>- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> <li>- Use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> <li>- Represent their own ideas, thoughts and feelings through design and technology</li> <li>- Understand that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on their own experience to help generate ideas</li> <li>- Suggest ideas and explain what they are going to do</li> <li>- Identify a target group for what they intend to design and make Model their ideas in card and paper</li> <li>- Develop their design ideas applying findings from their earlier research</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas by drawing on their own and other people's experiences</li> <li>- Develop their design ideas through discussion, observation, drawing and modelling</li> <li>- Identify a purpose for what they intend to design and make</li> <li>- Identify simple design criteria</li> <li>- Make simple drawings and label parts</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas for an item, considering its purpose and the user/s</li> <li>- Identify a purpose and establish criteria for a successful product.</li> <li>- Plan the order of their work before starting</li> <li>- Explore, develop and communicate design proposals by modelling ideas</li> <li>- Make drawings with labels when designing</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas, considering the purposes for which they are designing</li> <li>- Make labelled drawings from different views showing specific features</li> <li>- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>- Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas through brainstorming and identify a purpose for their product</li> <li>- Draw up a specification for their design</li> <li>- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</li> <li>- Use results of investigations, information sources, including ICT when developing design ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate their ideas through detailed labelled drawings</li> <li>- Develop a design specification</li> <li>- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li> <li>- Plan the order of their work, choosing appropriate materials, tools and techniques</li> </ul>
<b>Make - Planning Practical skills and techniques</b>	<ul style="list-style-type: none"> <li>- Realise tools can be used for a purpose</li> <li>- Use simple tools and techniques competently and appropriately</li> <li>- Select tools and techniques needed to shape, assemble and join materials they are using</li> </ul>	<ul style="list-style-type: none"> <li>- Make their design using appropriate techniques</li> <li>- With help measure, mark out, cut and shape a range of materials</li> <li>- Use tools e.g. scissors and a hole punch safely</li> <li>- Assemble, join and combine materials and components together using a variety of temporary methods e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to select tools and materials; use vocab' to name and describe them</li> <li>- Measure, cut and score with some accuracy</li> <li>- Use hand tools safely and appropriately</li> <li>- Assemble, join and combine materials in order to make a product</li> </ul>	<ul style="list-style-type: none"> <li>- Select tools and techniques for making their product</li> <li>- Measure, mark out, cut, score and assemble components with more accuracy</li> <li>- Work safely and accurately with a range of simple tools</li> <li>- Think about their ideas as they make</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate tools and techniques for making their product</li> <li>- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>- Join and combine materials and components accurately in temporary and</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate materials, tools and techniques</li> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> <li>- Weigh and measure accurately (time, dry ingredients, liquids)</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate tools, materials, components and techniques</li> <li>- Assemble components make working models</li> <li>- Use tools safely and accurately</li> <li>- Construct products using permanent joining techniques</li> </ul>

	<ul style="list-style-type: none"> <li>- Create simple representations of events, people and objects.</li> <li>- Manipulate materials to achieve a planned effect</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Use various construction materials</li> <li>- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>- Join construction pieces together to build and balance</li> <li>- Construct with a purpose in mind, using a variety of resources.</li> </ul>	<p>glues or masking tape</p> <ul style="list-style-type: none"> <li>- Select and use appropriate fruit and vegetables, processes and tools</li> <li>- Use basic food handling, hygienic practices and personal hygiene</li> <li>- Use simple finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>- Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>- Follow safe procedures for food safety and hygiene</li> <li>- Choose and use appropriate finishing techniques</li> </ul>	<p>progress and be willing change things if this helps them improve their work</p> <ul style="list-style-type: none"> <li>- Measure, tape or pin, cut and join fabric with some accuracy</li> <li>- Demonstrate hygienic food preparation and storage</li> <li>- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>	<p>permanent ways</p> <ul style="list-style-type: none"> <li>- Sew using a range of different stitches, weave and knit</li> <li>- Measure, tape or pin, cut and join fabric with some accuracy</li> <li>- Use simple graphical communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li> <li>- Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>	<ul style="list-style-type: none"> <li>- Make modifications as they go along</li> <li>- Pin, sew and stitch materials together create a product</li> <li>- Achieve a quality product</li> </ul>
<p><b>Evaluate</b> - Own ideas and products Existing products</p>	<ul style="list-style-type: none"> <li>- Select appropriate resources and adapts work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their product by discussing how well it works in relation to the purpose</li> <li>- Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>- Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate against their design criteria</li> <li>- Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>- Talk about their ideas, saying what they like and dislike about them</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> <li>- Disassemble and evaluate familiar products</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their work both during and at the end of the assignment</li> <li>- Evaluate their products carrying out appropriate tests</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate a product against the original design specification</li> <li>- Evaluate it personally and seek evaluation from others</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>- Record their evaluations using drawings with labels</li> <li>- Evaluate against their original criteria and suggest ways that their product could be improved</li> </ul>