

Design Technology Skills Progression – end of year expectations

Skill	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Developing, planning and communicating ideas	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Describe ideas and explain what they are going to do 	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do <ul style="list-style-type: none"> • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. <ul style="list-style-type: none"> • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing 	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • 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 <ul style="list-style-type: none"> • Evaluate products and identify criteria that can be used for their own design 	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product <ul style="list-style-type: none"> • Draw up a specification for a design • Develop a clear idea of what must be done, how to use materials, equipment and processes, and suggesting alternative methods of making if necessary • Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> • Communicate ideas through detailed labelled drawings • Develop a design specification focussing on purpose <ul style="list-style-type: none"> • Explore, develop and communicate aspects of their design proposals by modelling ideas in a variety of ways • Plan order of work, choosing appropriate materials, tools and techniques

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Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> • Make their design using appropriate techniques; talk about and explain drawings and diagrams • With help, cut and shape a range of materials • Use tools safely 	<ul style="list-style-type: none"> • Make their design using appropriate techniques • With help, measure, mark out, cut and shape a range of materials • Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of the product 	<ul style="list-style-type: none"> • Begin to select tools and materials and name and describe them • Measure and cut with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple product using basic sewing techniques • Choose and use appropriate finishing technique 	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about ideas and be willing change things if this helps them improve work • Measure, tape or pin, cut and join fabric with some accuracy • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment 	<ul style="list-style-type: none"> • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy 	<ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Pin, sew and stitch materials together create a product 	<ul style="list-style-type: none"> • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as necessary • Cut and join with accuracy to ensure a good-quality finish to the product

Skill	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Evaluating processes and products	<ul style="list-style-type: none"> Evaluate their product by answering questions about what they have made and how they have gone about it and what they like best about it 	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about their product 	<ul style="list-style-type: none"> Evaluate against the design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about their product 	<ul style="list-style-type: none"> Evaluate product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> Evaluate work both during and at the end of the assignment Evaluate products carrying out appropriate tests 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests Record evaluations using drawings with labels Evaluate against original criteria and suggest ways that their product could be improved

Skill	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Food and Nutrition	<ul style="list-style-type: none"> -Begin to understand some food preparation tools, techniques and processes -Practise stirring, mixing, pouring, blending -Discuss how to be safe and hygienic when working with food -Discuss use of senses -Understand need for variety in food -Begin to understand that eating well contributes to good health 	<ul style="list-style-type: none"> -describe textures in foods -wash hands & clean surfaces -think of interesting ways to decorate food - say where some foods come from, (i.e. plant or animal) -describe differences between some food groups (i.e. sweet, savoury, fruit, vegetable etc.) -discuss how fruit and vegetables are healthy -cut, peel and grate safely, with support 	<ul style="list-style-type: none"> -explain how to be hygienic in the kitchen -describe properties of ingredients and importance of varied diet -say where food comes from (animal, underground etc.) -draw a healthy meal and explain there are groups of food -describe “five a day” -cut, peel and grate with increasing confidence 	<ul style="list-style-type: none"> -explain how to be safe/hygienic -think about presenting product in interesting/ attractive ways -understand ingredients can be fresh, pre-cooked or processed -begin to understand about food being grown, reared or caught in the UK or wider world -describe eat well plate and how a healthy diet=variety / balance of food and drinks -explain importance of food and drink for active, healthy bodies -prepare and cook some savoury dishes safely and hygienically - use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 	<ul style="list-style-type: none"> -explain how to be safe / hygienic and follow own guidelines -present product well - interesting, attractive, fit for purpose -understand a recipe can be adapted by adding / substituting ingredients - explain seasonality of foods and name some types of food that are grown, reared or caught in the UK or wider world -describe some of the different substances in food and drink, and how they can affect health -prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. -use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 		