



**Skills Progression Document
Design and Technology**

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Design	<p>Understand context, uses and purpose</p> <ul style="list-style-type: none"> Generate, develop, model and communicate ideas Use what I have learnt about materials, thinking about uses and purposes Think about and discuss what I want to make Discuss my work as it progresses 	<ul style="list-style-type: none"> Know what a design is and its purpose Use pictures and words to explain what they want to design/make. Propose more than one idea for their product. Use kits/reclaimed materials to develop more than one idea. Model ideas with kits, reclaimed materials. Select appropriate technique explaining: First... Next.... Last.... Explore ideas by rearranging materials. Select pictures to help develop ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. Describe and discuss their models and drawings of ideas and intentions. 	<ul style="list-style-type: none"> Develop more than one design or adaptation of an initial design. Plan a sequence of actions to make a product. Record the plan by drawing using annotated sketches. Begin to use cross-sectional and exploded diagrams. Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials. Propose realistic suggestions as to how they can achieve their design ideas. Consider aesthetic qualities of materials chosen. Use IT packages to support design where possible. 	<ul style="list-style-type: none"> List tools needed before starting the activity. Plan the sequence of work e.g. using a storyboard. Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Combine modelling and drawing to refine ideas. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Sketch and model alternative ideas. Decide which design idea to develop.
Make	<ul style="list-style-type: none"> Work with tools, equipment, materials and components to make quality products Explore a variety of materials, tools and 	<ul style="list-style-type: none"> Discuss their work as it progresses. Select materials from a limited range that will meet the design criteria. 	<ul style="list-style-type: none"> Prepare pattern pieces as templates for their design. Cut slots. Cut internal shapes. 	<ul style="list-style-type: none"> Make prototypes. Develop one idea in depth. Use researched information to inform decisions.

	<p>techniques, experimenting with design, form and function</p> <ul style="list-style-type: none"> Represent and construct my own ideas, thoughts and feelings through design Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Use a range of materials and tools with care and precision 	<ul style="list-style-type: none"> Select and name the tools needed to work the materials. Explain what they are making. Explain which materials they are using and why. Begin to measure and mark out materials. Name the tools they are using. Be careful to make work look neat and presentable. Describe what they need to do next. 	<ul style="list-style-type: none"> Select from a range of tools for cutting shaping joining and finishing. Use tools with accuracy. Select from techniques for different parts of the process. Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques. 	<ul style="list-style-type: none"> Produce detailed lists of ingredients / components / materials and tools. Use a computer to model ideas. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. Use appropriate finishing techniques for the project. Refine their product – review and rework/improve.
Evaluate	<ul style="list-style-type: none"> Evaluate processes and products Describe what I like and dislike about my creation Adapt work where necessary 	<ul style="list-style-type: none"> Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. Talk about their design as they develop and identify good and bad points. Note changes made during the making process verbally or as annotation to plans/drawings. Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. 	<ul style="list-style-type: none"> Investigate similar products to the one to be made to give starting points for a design. Draw/sketch products to help analyse and understand how products are made. Research needs of user. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Decide which design idea to develop. Consider and explain how the finished product could be improved. Discuss how well the finished product meets the design criteria of the user. Investigate key events and individuals in Design and Technology. 	<ul style="list-style-type: none"> Research and evaluate existing products (including book and web based research). Consider user and purpose. Identify the strengths and weaknesses of their design ideas. Give some form of a report using correct technical vocabulary. Consider and explain how the finished product could be improved related to design criteria. Discuss how well the finished product meets the design criteria of the user. Test on the user! Understand how key people have influenced design.

Food	<ul style="list-style-type: none"> ▪ Understand and apply the principles of nutrition and learn how to cook ▪ Begin to work safely and hygienically ▪ Weigh using non-statutory measures e.g. spoons/cups. ▪ Begin to use some techniques e.g. mix, spread, knead ▪ Make healthy choices in relation to eating ▪ Know the importance of a healthy diet 	<ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ▪ Develop understanding of how meat/fish are reared/caught. 	<ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.
Textiles	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Cut out shapes which have been created by drawing round a template onto the fabric. ▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. 	<ul style="list-style-type: none"> ▪ Develop vocabulary for tools materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. 	<ul style="list-style-type: none"> ▪ Use the correct vocabulary appropriate to the project. ▪ Create 3D products using patterns pieces and seam allowance. ▪ Understand pattern layout. ▪ Decorate textiles appropriately (often before joining components). ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).

				<ul style="list-style-type: none"> Combine fabrics to create more useful properties. Make quality products.
Structures	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun under close supervision. 	<ul style="list-style-type: none"> Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm. 	<ul style="list-style-type: none"> Use the correct terminology for tools materials and processes. Use a bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures.
Mechanisms, Computing and Electrical Systems	<ul style="list-style-type: none"> Develop technical expertise and knowledge Select appropriate resources Make decisions on how items can be combined and changed Name of tools needed to work the materials 	<ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. 	<ul style="list-style-type: none"> Develop vocabulary related to the project. Use mechanical systems such as gears, pulleys, levers and linkages. Incorporate a circuit into a model. Use electrical systems such as switches, bulbs and buzzers. Use ICT to control products. Use lolly sticks/card to make levers and linkages. Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT.

		<ul style="list-style-type: none">▪ Attach wheels to a chassis using an axle.▪ Mark out materials to be cut using a template.▪ Fold, tear and cut paper and card.▪ Cut along lines, straight and curved.▪ Use a hole punch.▪ Insert paper fasteners for card.▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane.		
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