

Design and Technology Progression of Skills

| | Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Planning and Communicating design ideas. | To learn to... Use real experiences from which to create design ideas. .communicate their ideas with friends and adults. .work independently and with others on developing ideas for design. | To learn todraw on their own experience to help generate new ideas. .to suggest ideas and explain what they are going to do. .to identify a group for what they intend to design and make. .to model their ideas on card or paper. .to develop design ideas from earlier research. | To learn to... .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. | To learn togenerate ideas for an item, considering its purpose and user or users. .identify a purpose and establish criteria for a successful product. .plan the order of their work before starting. .explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing. | To learn to... .generate ideas, considering the purposes for what they're designing. .make labelled drawings from different views showing specific design features. .develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods for making in case the first attempts fail. | To learn to... .generate ideas through discussion and identify a specific purpose for their product. .draw up a specification for their design. .develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods for making in case the first attempts fail. | To learn to... .communicate their ideas through detailed labelled drawings. .develop a design specification. .explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. .plan the order of their work, choosing appropriate materials, tools and techniques. |
| Using tools, materials and equipment with a purpose. | .select tools, materials and equipment appropriately with opportunities for trying and failing before settling on a final choice. .use a range of hand held tools with developing control such as scissors and hole punches. .practise joining materials using tape and glue. .use finishing techniques to improve their work. | .make their design using appropriate techniques. .with help, measure, mark out, cut and shape a range of materials. .use tools such as scissors and hole punches safely. .assemble, join and combine materials and components together using a variety of methods such as gluing and joining with masking tape. .use simple finishing techniques to improve the appearance of their product. | .begin to select tools and materials using vocabulary to name and describe them. .measure and cut with developing accuracy. .use hand tools safely and appropriately. .assemble, join and combine materials in order to make a product. .cut, shape and join fabric using basic sewing techniques. .choose and use finishing techniques to perfect finishing techniques. | .select tools and techniques for making their product. .measure, mark out, cut, score and assemble components with increasing accuracy. .work safely and accurately with a range of tools. .think about their ideas as they make progress and be willing to change things if this helps to improve their work. .measure, tape or pin, cut and join fabric with developing accuracy. .develop finishing techniques to ensure good overall presentation. | .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. .to weave and sew using a range of stitches. .measure, tape or pin, cut and join fabric with some accuracy. .develop finishing techniques that correspond to their original design brief. | .select appropriate materials, tools and techniques. .measure and mark out accurately. .use skills in using different tools and equipment safely and accurately. .cut and join with accuracy to ensure a good quality finish to the product. | .select appropriate tools, materials, components and techniques. .assemble components to make working models. .use tools safely and accurately. .construct products using permanent joining techniques. .make modifications as they go along. .pin, sew and stitch materials together to create a product. .to achieve a quality product. |
| Evaluating products and processes. | .evaluate their work by discussing how well it works in relation to its purpose. .to discuss changes they could make to their work to improve its use. | .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. .evaluate their product by asking questions about what they have | .evaluate against their 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 them. | .evaluate their product against original design criteria. .disassemble and evaluate familiar products. | .evaluate their work both during and at the end of the assignment against the specific design criteria. .evaluate their products carrying out appropriate tests. | .evaluate a product against the original design specification. .evaluate the design and product personally carrying out appropriate tests and seek evaluation from others. | .evaluate their products, identifying strengths and areas for development and carrying out appropriate tests. .record their evaluations using drawings with labels. .evaluate against their original criteria and suggest ways that their product could be improved. |

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| | | made and how they have gone about it. | | | | | |
| Food Technology | .begin to develop a food technology using taste, smell, texture and feel. They start to think about the need for a variety of foods in a diet. | .begin to understand that all food comes from plants or animals. .begin to develop children's peeling and chopping skills. | .know that food has to be farmed, grown elsewhere (e.g. home) or caught. .understand how to name and sort foods into five groups in 'The Eat Well Plate.' .begin to use techniques such as cutting, peeling and grating. | .begin to know that food is grown (such as tomatoes, potatoes and wheat), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. .be able to use a range of techniques such as peeling, chopping, slicing and grating. | .understand that food is grown, reared and caught in the UK and the wider world. .understand how to prepare and cook savoury dishes safely and hygienically. .further develop skills including mixing, kneading and baking. | .understand that seasons may affect the availability of food. .understand how food is processed into ingredients that can be eaten or used in cooking. .gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking. | .use their knowledge and skills to prepare and cook savoury dishes safely and hygienically. .become increasingly skilled at peeling, chopping, slicing, grating, mixing, kneading and baking. |