

Design & Technology Skills Progression Y1-6

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Developing, planning and communicating ideas.** | - Draw on their own experience to help generate ideas  - Suggest ideas and explain what they are going to do  - 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 | -Generate ideas by drawing on their own and other people's experiences  - Develop their design ideas through discussion, observation, drawing and modelling or using technology  - Identify a purpose for what they intend to design and make  - Identify simple design criteria  - Make simple drawings and label parts | -Generate ideas for an item, considering its purpose and the user/s  - 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 annotated drawings with labels when designing | -Generate ideas, considering the purposes for which they are designing – research ideas  - 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  - Evaluate products and identify criteria that can be used for their own designs | -Generate ideas through brainstorming and identify a 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 of making if the first attempts fail  - Use results of investigations, information sources, including ICT when developing design ideas | -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 – make prototypes  - Plan the order of their work, choosing appropriate materials, tools and techniques  - produce exploded diagrams |
| **Working with tools, equipment, materials and components to make quality products (including food).** | Make their design using appropriate techniques  - With help measure, mark out, cut and shape a range of materials  - Use tools *eg scissors, cutters*- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape  - Select and use appropriate fruit and vegetables, processes and tools  - Use basic food handling, hygienic practices and personal hygiene  - Use simple finishing techniques to improve the appearance of their products  - Understand where food comes from | -Begin to select tools and materials; use vocabulary to name and describe them  -Measure, cut and score 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 item. Use basic sewing techniques  -Follow safe procedures for food safety and hygiene  -Choose and use appropriate finishing techniques  -understand the basics of a healthy diet | -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 their ideas as they make progress and be willing change things if this helps them improve their work  - Measure, tape or pin, cut and join fabric with some accuracy  - Demonstrate hygienic food preparation and storage  - Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT | -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  - Use simple graphical communication technique | -Select appropriate materials, with their functional and aesthetic properties in mind, tools and techniques  - Measure and mark out accurately  - Use skills in using different tools and equipment safely and accurately  - Weigh and measure accurately (time, dry ingredients, liquids)  - Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*  - Cut and join with accuracy to ensure a good-quality finish to the product | -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 they go along  - Pin, sew and stitch materials together create a product  - Achieve a quality product with functionality and aesthetics in mind.  - understand seasonality and prepare food with this and the principles of a healthy diet in mind. |
| **Evaluating processes and products.** | -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 made and how they have gone about it | -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 *e.g. how well it meets its intended purpose*  - Disassemble and evaluate familiar products | - Evaluate their work both during and at the end of the assignment  - Evaluate their products carrying out appropriate tests | -Evaluate a product against the original design specification  - Evaluate it personally 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 |