

Design & Technology Skills Progression Y1-6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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  |