

### Design & Technology Skills Progression Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating ideas.</b>	<ul style="list-style-type: none"> <li>- Draw on their own experience to help generate ideas</li> <li>- Suggest ideas and explain what they are going to do</li> <li>- Identify a target group for what they intend to design and make</li> <li>- Model their ideas in card and paper</li> <li>- Develop their design ideas applying findings from their earlier research</li> </ul>	<ul style="list-style-type: none"> <li>-Generate ideas by drawing on their own and other people's experiences</li> <li>- Develop their design ideas through discussion, observation, drawing and modelling or using technology</li> <li>- Identify a purpose for what they intend to design and make</li> <li>- Identify simple design criteria</li> <li>- Make simple drawings and label parts</li> </ul>	<ul style="list-style-type: none"> <li>-Generate ideas for an item, considering its purpose and the user/s</li> <li>- Identify a purpose and establish criteria for a successful product.</li> <li>- Plan the order of their work before starting</li> <li>- Explore, develop and communicate design proposals by modelling ideas</li> <li>- Make annotated drawings with labels when designing</li> </ul>	<ul style="list-style-type: none"> <li>-Generate ideas, considering the purposes for which they are designing – research ideas</li> <li>- Make labelled drawings from different views showing specific features</li> <li>- 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</li> <li>- Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>-Generate ideas through brainstorming and identify a purpose for their product</li> <li>- Draw up a specification for their design</li> <li>- 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</li> <li>- Use results of investigations, information sources, including ICT when developing design ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate their ideas through detailed labelled drawings</li> <li>- Develop a design specification</li> <li>- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways – make prototypes</li> <li>- Plan the order of their work, choosing appropriate materials, tools and techniques</li> <li>- produce exploded diagrams</li> </ul>
<b>Working with tools, equipment, materials and components to make quality products (including food).</b>	<ul style="list-style-type: none"> <li>- Make their design using appropriate techniques</li> <li>- With help measure, mark out, cut and shape a range of materials</li> <li>- Use tools <i>eg scissors, cutters</i>- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>- Select and use appropriate fruit and vegetables, processes and tools</li> <li>- Use basic food handling, hygienic practices and personal hygiene</li> <li>- Use simple finishing techniques to improve the appearance of their products</li> <li>- Understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to select tools and materials; use vocabulary to name and describe them</li> <li>-Measure, cut and score with some accuracy</li> <li>-Use hand tools safely and appropriately</li> <li>-Assemble, join and combine materials in order to make a product</li> <li>-Cut, shape and join fabric to make a simple item. Use basic sewing techniques</li> <li>-Follow safe procedures for food safety and hygiene</li> <li>-Choose and use appropriate finishing techniques</li> <li>-understand the basics of a healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>-Select tools and techniques for making their product</li> <li>- Measure, mark out, cut, score and assemble components with more accuracy</li> <li>- Work safely and accurately with a range of simple tools</li> <li>- Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>- Measure, tape or pin, cut and join fabric with some accuracy</li> <li>- Demonstrate hygienic food preparation and storage</li> <li>- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate tools and techniques for making their product</li> <li>- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>- Join and combine materials and components accurately in temporary and permanent ways</li> <li>- Sew using a range of different stitches, weave and knit</li> <li>- Measure, tape or pin, cut and join fabric with some accuracy</li> <li>- Use simple graphical communication technique</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate materials, with their functional and aesthetic properties in mind, tools and techniques</li> <li>- Measure and mark out accurately</li> <li>- Use skills in using different tools and equipment safely and accurately</li> <li>- Weigh and measure accurately (time, dry ingredients, liquids)</li> <li>- Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></li> <li>- Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate tools, materials, components and techniques</li> <li>- Assemble components make working models</li> <li>- Use tools safely and accurately</li> <li>- Construct products using permanent joining techniques</li> <li>- Make modifications as they go along</li> <li>- Pin, sew and stitch materials together create a product</li> <li>- Achieve a quality product with functionality and aesthetics in mind.</li> <li>- understand seasonality and prepare food with this and the principles of a healthy diet in mind.</li> </ul>

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