



## Progression of Skills in Design & Technology



	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Designing</b>	<p>Develop their own ideas with regards to what to make</p> <p>Begin to draw on their own experience to generate ideas</p> <p>Explain how to make something</p> <p>Creating a simple plan</p>	<p>Thinking of an initial idea and planning what to do next</p> <p>Beginning to evaluate existing products</p> <p>Starting to generate ideas by drawing on their own and other's experiences</p> <p>Identify the purpose of what they are designing</p> <p>Begin to label the parts on a design</p>	<p>Creating a design that meets a set criteria</p> <p>Generate ideas for an item considering its purposes and the users</p> <p>Order the main stages of making a product</p> <p>Understand whether products can be recycled or reused</p> <p>Confidently use labels for diagrams when designing</p>	<p>Using ideas from others when designing</p> <p>Producing an independent plan and explaining to someone else</p> <p>Confidently make labelled designs showing specific features</p> <p>Plan with a consideration for materials and components</p>	<p>Collecting information from a range of sources to support ideas</p> <p>Producing a detailed step-by-step plan</p> <p>Suggesting alternative plans</p> <p>Explaining how a product will appeal to a specific audience</p> <p>Communicate ideas through annotated sketches and detailed diagrams</p> <p>Use research and design criteria to inform the design</p> <p>Start to understand how much products cost to make as well as how sustainable and innovative they are</p>	<p>Using market research to inform plans and ideas</p> <p>Following and refining plans</p> <p>Justifying plans in a convincing way</p> <p>Draw up a clear specification for their design</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Identify the strengths and areas for development within their ideas and designs</p> <p>Know how much products cost to make and how to make them more sustainable</p>



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<b>Making</b>	Make a product which moves	Choosing specific materials	Following a step-by-step plan and choosing appropriate equipment and materials	Select a wider range of tools and techniques for making a product safely	Using a range of tools and equipment competently	Working within a budget
	Beginning to choose appropriate resources and tools	Joining materials in different ways				Use tools safely and accurately
	Begin to make structures exploring how they can be made stronger, stiffer and more stable	Measure, cut and score with some accuracy	Explain their choice of tools and equipment in relation to the skills and techniques they will be using	Measuring accurately, cut and shape a range of materials using appropriate tools, equipment and techniques	Creating a prototype before a final version	Assemble components to make working models
	Begin to measure, mark out, cut and shape a range of materials	Use hand tools safely and appropriately	Making a product from independent design	Persevering and adapting work when original ideas don't work	Select appropriate materials, tools and techniques for cutting, shaping, joining and finishing accurately	Make modifications as you go along when something is not working
	Begin to assemble, join and combine materials and components together in different ways	Assemble, join and combine materials in order to make a product	Measure, mark out, cut, score and assemble components with more accuracy	Begin to understand how mechanical systems, levers and linkages work	Understand how systems such as cams, pulleys or gears create movement	Construct products using permanent joining techniques
	Begin to use simple finishing techniques to improve the appearance of a product		Measure, tape or pin, cut and join materials with accuracy		Understand how electrical systems work	Know how more complex electrical components and circuits work
					Measure and mark out accurately and independently	Know how to reinforce and strengthen a 3D framework



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<b>Evaluating</b>	<p>Making improvements to a completed project</p> <p>When looking at a completed product begin to explain what they like and dislike about it</p> <p>Identify possible changes they could make to a product</p>	<p>Explaining what went well</p> <p>Explaining why specific textiles were chosen</p> <p>Evaluate work against an original design</p> <p>Look at a range of existing products and explain what they like and dislike about products</p> <p>Talk confidently about ideas and what they like or dislike about them</p>	<p>Start to evaluate their product against original design criteria – does it meet the intended purpose?</p> <p>Evaluate familiar products and consider how to improve them</p>	<p>Evaluating existing products for their purpose and appearance</p> <p>Begin to evaluate their work both during and at the end of a project</p> <p>Evaluating and suggesting improvements of designs before starting the making process</p> <p>Explaining how a design has been improved</p>	<p>Evaluating appearance and function against original criteria</p> <p>Evaluate personally but also seek evaluation from peers</p> <p>Evaluate a product against the original design specification – carrying out testing where necessary</p>	<p>Testing and evaluating products</p> <p>Evaluate products against clear criteria</p> <p>Record evaluations using drawings with labels</p> <p>Evaluate against original criteria – clearly suggesting how products could be improved</p>
<b>Cooking and nutrition</b>	<p>Following a simple recipe with an adult</p> <p>Beginning to talk about where food comes from</p> <p>Mixing together different ingredients</p>	<p>Describing the ingredients being used in a recipe</p> <p>Cutting food safely</p> <p>Understanding where food comes from</p> <p>Understanding the principles of a healthy and varied diet</p>	<p>Working in a group to follow a recipe</p> <p>Preparing and cooking a savoury dish with an adult</p> <p>Start to know that food is grown, reared and caught in the UK, Europe and the wider world</p>	<p>Knowing how to be hygienic and safe using food</p> <p>Following a recipe without the support of an adult</p> <p>Understanding where foods come from</p>	<p>Showing skills of hygiene and safety in the kitchen</p> <p>Producing a range of dishes using different cooking techniques</p> <p>Knowing where and how food is grown</p>	<p>Understanding and applying the principles of a healthy and varied diet</p> <p>Preparing and cooking a range of savoury dishes using different techniques</p>



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	Begin to learn some cooking techniques such as cutting, peeling and grating		Understand how to prepare and cook a variety of different dishes safely and hygienically	Knowing what makes a balanced and healthy diet  Knowing the different food groups and why we require each sort of food	Understanding how animals are reared and processed for food  Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Understanding seasonality and knowing where and how a variety of ingredients are grown
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