

Design Technology Progression of Skills.

	EYFS	Yr1&2	What does this look like?	Y3 &4	What does this look like?	Y5&6	What does this look like?
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> -Talk about examples or products with others. -Talk about how the product is made. Talk about their choices for their own products. 	<ul style="list-style-type: none"> -Draw on experiences to generate ideas. -Develop ideas through discussion, observation, drawing and modelling. -Identify a purpose for what they are making. -Identify simple design criteria. -Make simple drawings and label parts. 	<ul style="list-style-type: none"> -Look at examples. -Talk about ideas - Draw simple pictures - Start to use labels. -Know why and for whom they are making the product. -Know what they must include to be successful. 	<ul style="list-style-type: none"> -Generate ideas, considering the purpose. -Evaluate existing products and identify criteria that can be used for their own product. -Develop own ideas including how to use materials, equipment and processes. -Make labelled drawings from different angles, showing specific features. 	<ul style="list-style-type: none"> -More in depth evaluation of existing products. - Creation of success criteria based on these evaluations. - More complex labelled diagrams from different angles and showing different points of the process/working. 	<ul style="list-style-type: none"> -Generate ideas through brainstorming. Identifying a purpose for their product. -Draw up a specification for their design. Model ideas in a variety of ways. Suggest alternative methods for if their plan fails. Plan the order of their work, choosing appropriate materials and tools. 	<ul style="list-style-type: none"> Thinking of a number of possible designs and deciding on a final design, justifying reasons for this. -Deciding on a success criteria and noting ways in which they could test whether this has been met. -Chose from a variety of equipment, asking for availability in advance of the making.
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> -Choose from materials provided. -Use glue sticks and PVA To join materials. -Choose ways to decorate and finish the product. 	<ul style="list-style-type: none"> Begin to select tools and materials and use vocab' to name and describe them. Use hand tools simply and appropriately. Assemble, join and combine materials. Cut, shape and join fabric to make a simple garment-use basic sewing techniques. Choose and use appropriate finishing techniques. 	<ul style="list-style-type: none"> -Use simple tools such as glue, scissors, bluetak, paper clips, paper fasteners, masking tape, sellotape, string. --Measure , cut and score with some accuracy - hand tools include glue sticks and spreaders, scissors, mark makers, rolling pins, - learn basic sewing stitches using scraps of fabric. 	<ul style="list-style-type: none"> -Select tools and techniques. -Measure, mark out, cut and score with more accuracy. -Work safely and accurately with a range of simple tools. - Think about their work and make changes mid-process if needed. - Measure, tape or pin, cut and join fabric with some accuracy. Start to knit and weave. 	<ul style="list-style-type: none"> -Selecting from a greater range of tools and equipment including different woods, saws, glue guns. - using a range of equipment such as dowling, wheels, pin fasteners, cogs to make moving parts. - designing, marking and, cutting their own material out of a larger section to then sew together. - weaving various 	<ul style="list-style-type: none"> -Select appropriate tools, materials, components and techniques. -Construct products using permanent joining techniques. -Make modifications to designs as they go along. -Pin, sew and stitch materials together. -Apply rules of basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. -Cut and join with accuracy to ensure a 	<ul style="list-style-type: none"> Use of more complex tools such as saws, drills, clamps, set squares, bradels. - Using screws and nails to permanently join. - Cutting from larger material pieces, marking and pinning before sewing. -Using a greater range of equipment for cooking including knives, blenders, ovens. -Using mechanics such as gears, pulleys, cams, levers and

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		<p>Follow safe procedures for food safety and hygiene -With support follow instructions to create mainly savoury dishes.</p>	<p>Sewing fabric together eg hand puppet or making a pattern on fabric. Choose ways to finish their product e.g. colours, paint, varnish with glue, wrap in paper etc. - Using levers, sliders, wheels and axles - Know to wash hands, clean tables, rules for hygiene when cooking. -with support they measure food, mix, spread and cut. -Know where food comes from and the main food groups (Eatwell plate). -</p>	<p>- Demonstrate hygienic food prep and storage. - Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>materials including paper, wood, fabric. -Know and use methods to strengthen (support beams, triangles and joins etc) and enhance (decorating, varnishing, painting, enhancing) -Using mechanics such as gears, pulleys, cams, levers and linkages. -Contribute to their own hygienic food prep. Identifying ways to store food and understanding which foods need to be covered/ refrigerated/frozen to preserve. Knowing where food comes from and the different food groups, including vitamins and minerals. -measure ingredients using grams and milliliters.</p>	<p>good quality finish to the product.</p>	<p>linkages -apply their understanding of computing to program, monitor and control a product. -follow recipes and use ratios to scale up and down. Measuring using grams and millilitres.</p>
<p>Evaluating processes and procedures.</p>	<p>Talk about what they like/dislike about their product. -Share ways in which they would change it the next time. -Be given opportunities to do the activity again and make changes/learn from experiences.</p>	<p>-Evaluating their own product. Considering whether it works well and whether it fits the design criteria. - Identify strengths and areas for improvement.</p>	<p>-Discuss their finished product with others. -Complete check lists created at the planning stage. Identify (verbally or written) how they would improve it and what they would do next time. - Complete simple</p>	<p>-Evaluate their product against original design criteria. E.g how well it meets its intended purpose. -Disassemble and evaluate familiar products.</p>	<p>Completing checklists against design criteria. -Self and Peer evaluations</p>	<p>-Evaluate products against the original design specification. Evaluate each other's work. -Identify strengths and areas for development. -Carry out appropriate tests. Record evaluations using drawings with labels.</p>	<p>-Creating and completing evaluation sheets for peers. Accepting and working on other people's opinions. -Deciding on how the product could be improved based on the evaluations.</p>

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