

## Design and Technology

### Skills Progression Years F - 6

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating ideas.</b>	to think of and represent their own ideas using different materials	to draw on their own experience to help generate ideas	generate ideas by drawing on their own and other people's experiences	to generate ideas for an item, considering its purpose and the user/s	how to generate ideas, considering the purposes for which they are designing	to generate ideas through brainstorming and identify a purpose for their product	to communicate their ideas through detailed labelled drawings
	to talk about the uses and purposes of different materials and tools and explain why they have selected them.	to suggest ideas and explain what they are going to do	to develop their design ideas through discussion, observation, drawing and modelling	to identify a purpose and establish criteria for a successful product.	to make labelled drawings from different views showing specific features	to draw up a specification for their design	to develop a design specification
	to talk about their creations	to identify a target group for what they intend to design and make	to identify a purpose for what they intend to design and make	to plan the order of their work before starting	to 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	to 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	to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways to others.
		to model their ideas in card and paper	to identify simple design criteria	to explore, develop and communicate design proposals by modelling ideas			to plan the order of their work, choosing appropriate materials, tools and techniques. Keep design log?
		to develop their design ideas applying findings from their earlier research	to make simple drawings and label parts communicate. Model it to others.	to make drawings with labels when designing	to evaluate products and identify criteria that can be used for their own designs	to use results of investigations, information sources, including ICT when developing designs	
<b>Working with tools, equipment, materials and components to make quality products</b>	to create using different materials, tools and techniques	to make their design using appropriate techniques	begin to select tools and materials; use vocab' to name and describe them	to select tools and techniques for making their product	to select appropriate tools and techniques for making their product	to select appropriate materials, tools and techniques	to select appropriate tools, materials, components and techniques
	to safely explore and manipulate different materials, techniques and tools	With help measure, mark out, cut and shape a range of materials	to measure, cut and score with some accuracy. Shaping joining finish.	measure, mark out, cut, score and assemble components with more accuracy	to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques	to measure and mark out accurately	to assemble components to make working models
	to select the correct tool for a purpose eg to know that they need scissors to cut and sellotape or glue to join materials.	how to use tools <i>eg scissors and a hole punch</i> safely	to use hand tools safely and appropriately	to work safely and accurately with a range of simple tools	to join and combine materials and components accurately in temporary and permanent ways	to use skills in using different tools and equipment safely and accurately	to use tools safely and accurately
	to understand that different media can be used to create different effects	to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape	to assemble, join and combine materials in order to make a product	to think about their ideas as they make progress and be willing to change things if this helps them to improve their work	to sew using a range of different stitches, to weave and knit		to construct products using permanent joining techniques
		to select and use appropriate fruit and vegetables, processes and tools	to cut, shape and join fabric to make a simple garment. Use basic sewing techniques	to measure, tape or pin, cut and join fabric with some accuracy	to measure, tape or pin, cut and join fabric with some accuracy	to weigh and measure accurately (time, dry ingredients, liquids)	to make modifications as they go along. Design log.
		basic food handling, hygienic practices and personal hygiene	follow safe procedures for food safety and hygiene	demonstrate hygienic food preparation and storage		to apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>	to pin, sew and stitch materials together to create a product

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		use simple finishing techniques to improve the appearance of their product	to choose and use appropriate finishing techniques	to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.	to use simple graphical communication techniques	to cut and join with accuracy to ensure a good-quality finish to the product	to achieve a quality product – looks, working.
<b>Evaluating processes and products</b>	to check how well their activities are going	to evaluate their product by discussing how well it works in relation to the purpose	to evaluate against their design criteria	to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i>	to evaluate their work both during and at the end of the assignment	to evaluate a product against the original design specification	to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
	to change the strategy that they are using as needed	to evaluate their products as they are developed, identifying strengths and possible changes they might make	to evaluate their products as they are developed, identifying strengths and possible changes they might make	to disassemble and evaluate familiar products	to evaluate their products carrying out appropriate tests	to evaluate it personally and seek evaluation from others	to record their evaluations using drawings with labels
	to review how well the approach worked	to evaluate their product by asking questions about what they have made and how they have gone about it	talk about their ideas, saying what they like and dislike about them				to evaluate against their original criteria and suggest ways that their product could be improved

#### EYFS

Skills progression for expressive arts and design in EYFS will follow the Early Learning Goals stated in the EYFS curriculum.

Exploring and using media and materials Children’s learning will be supported through offering opportunities to safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Being Imaginative Children will have the opportunity to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will be encouraged to represent their own ideas, thoughts and feelings.

In addition over their time in EYFS children will have the opportunity to:-

- work with materials from all four areas of D and T – food, sheet materials, construction and textiles
- take part in challenges and problem solving activities
- use construction sets and combinations of construction sets and other materials