

# Design Technology Skills Coverage and Progression



## **Nursery**

### Expressive Arts and Design

#### **Exploring and using Media and Materials**

- Joins in singing favourite songs
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

#### **Being Imaginative**

- Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'.
- Beginning to make-believe by pretending.

### Taught Vocabulary

*Design, designer, make, cut, join, strong, tools, materials, ingredients, healthy, cook, taste.*

## **Reception**

### Expressive Arts and Design

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)
- Share their creations, explaining the process they have used. (ELG)
- Make use of props and materials when role playing characters in narratives and stories. (ELG)

#### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with their peers and teacher. (ELG)
- Sing a range of well-known nursery rhymes and songs. (ELG)

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to the music. (ELG)

### Taught Vocabulary

*Observation, different, similar, compare, artist, draw, pattern, repeating, thick, thin, line, shape, colour, materials, tools, technique, match, mix, primary colours, secondary colours, model, collage, textiles, rolling, kneading, shaping, texture, construct, join, natural, man-made.*

## **Y1/2**

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making**

### *Design*

- Use their knowledge of existing products and their own experience to help generate their ideas
- Explain how their products will look and work through talking and simple annotated drawings
- Understand and follow simple design criteria

## **Design Technology Skills Coverage and Progression**



**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making**

*Make*

- Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer
- Demonstrate how to cut, shape and join fabric to make a simple product

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making**

*Evaluate*

- Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations
- Evaluate their products and ideas against their simple design criteria

**Children build structures, exploring how they can be made stronger, stiffer and more stable**

- Build simple structures, exploring how they can be made stronger, stiffer and more stable
- Explore and create products using mechanisms, such as levers, sliders and wheels

**Children use the basic principles of a healthy and varied diet to prepare dishes**

- Understand that all food comes from plants or animals
- Name and sort foods into the five groups in the Eatwell Guide

*Taught Vocabulary:*

*Design Technology, plan, equipment, sustainability, products, data, information, test, construct, production, packaging, label, food, tools, technology, environment, fibers, energy efficient, engineer, designer, human impact, criteria, self-evaluation, improve, modify, procedures*

**Y3/4**

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing**

*Design*

- Identify the design features of their products that will appeal to intended customers
- Use annotated sketches and cross-sectional drawings to develop and communicate their ideas

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of**

# **Design Technology Skills Coverage and Progression**



## **making**

### *Make*

- With growing confidence, carefully select from a range of tools and equipment, explaining their choices
- Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making**

### *Evaluate*

- Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose
- Evaluate their product against their original design criteria

**Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products
- Explain how mechanical systems such as levers and linkages create movement

**Children understand and apply the principles of a healthy and varied diet**

- Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically
- Understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body

### *Taught Vocabulary:*

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## **Y5/6**

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing**

### *Design*

- Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market
- Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their

# **Design Technology Skills Coverage and Progression**



ideas

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making**

*Make*

- Independently plan by suggesting what to do next
- Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures

**Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making**

*Evaluate*

- Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make
- Evaluate their ideas and products against the original design criteria, making changes as needed

**Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products
- Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products

**Children understand and apply the principles of a healthy and varied diet**

- Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world
- Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe

**Taught Vocabulary:**

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