Progression of Skills for Design & Technology

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning & communi-cating ideas	Begin to experiment with a variety of materials, tools and techniques through first-hand observation, experience and imagination. To start to communicate ideas.	Explore the use of a variety of materials, tools and techniques. Record and explore ideas from first-hand observation, experience and imagination. To communicate through mark making and verbal responses what their ideas mean.	Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research	Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts	Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing	Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features 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 Evaluate products and identify criteria that can be used for their own designs	Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design 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 Use results of investigations, information sources, including ICT when developing design ideas	Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques

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Working with tools, equipment materials & compon-ents	Begin to give meaning to marks they make as they use drawing tools. Experiment with different drawing tools, such as pencils, crayons, chalks and other dry media. Explore various materials and media to create collages. Know that tools can be used for a specific purpose, such as scissors, glue, different sticky tapes etc. Create pieces from imagination, experience or observation	Use tools to draw lines, circles and other enclosures for a planned effect. Hold a drawing tool in a tripod grip. Show increasing control in using drawing tools, inc. pencils, crayons, felt tips, pastels, chalk and other dry media. Select and use a variety of materials to create images from imagination, experience of observation. Talk about their creations using language of texture, colour, function (if appropriate) and design.	Make their design using appropriate techniqu es With help measure, mark out, cut and shape a range of materials Use tools *eg scissors and a hole punch* safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product	Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques	Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, we ave and knit Measure, tape or pin, cut and join fabric with some accuracy Use simple graphical communication techni ques	Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices *e.g. hazar ds relating to the use of ovens* Cut and join with accuracy to ensure a good-quality finish to the product	Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product

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	Know that tools can be used for a specific purpose Experiment with different ways of manipulating playdough an d other malleable media. Explore how to connect pieces together using various media.	Develop fine motor skills to manipulate malleable media e.g., rolling, kneading, pinching. Select appropriate tools to manipulate malleable media. Begin to create sculptures from a mix of media including playdough and clay. Explore natural and man-made materials to construct and build.						

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Evaluating processes & products	Begin to talk about their work, using vocabulary to describe Distinguish between the different marks they make.	Use their new-found skills in original ways, thinking about use and purpose for a planned effect, beginning to adapt where necessary. Begin to make recognisable representations, which they can explain, of their ideas and experiences. Begin to verbally review their work, saying what they think and feel.	Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it	Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* Disassemble and evaluate familiar products	Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests	Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved