



Design and Technology Progression of Skills

EYFS	Construction	Structure and Joins	Using a range of tools	Cooking	Exploration	Discussion
	Learning to construct with a purpose in mind, e.g. using scissors, glue string and a hole-punch to make a bag to store items collected during a forest school items.	Observing closely and replicating a structure, e.g. following a visit, children make a milking shed, church tower out of small wooden bricks.	Learning about planning and adapting initial ideas to make them better, e.g. a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle but they might modify their initial idea by using masking tape. Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater.	Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for the cake and then watching it rise while cooking. Children should practise stirring, mixing, pouring and blending some ingredients during cooking activities.	Learning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle a wind mill to discover how it is put together.	Opportunities to notice and discuss materials around them e.g. utensils for cooking, tree barks on a wall, soft furnishing in the classroom. Opportunities to discuss reasons that make activities safe or unsafe e.g. hygiene and electrical awareness. Opportunities to discuss appropriate use of senses e.g. when tasting different foods. Opportunities to use the language of designing and making e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						language 'longer', 'shorter', 'lighter' and 'heavier' and 'stronger'. Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling.
<b>Developing, planning and communicating ideas.</b>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p>	<p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate</p>



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		Make simple drawings and label parts.	Make drawings with labels when designing.	making, if the first attempts fail.  Evaluate products and identify criteria that can be used for their own designs.	if the first attempts fail.  Use results of investigations, information sources, including ICT when developing design ideas.	materials, tools and techniques.
<b>Working with tools, equipment, materials and components to make quality products (inc-food)</b>	<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Select and use appropriate fruit</p>	<p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work.</p>	<p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Sew using a range of different</p>	<p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p>	<p>Select appropriate tools, materials, components and techniques.</p> <p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p>Pin, sew and stitch materials together create a product.</p>



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	<p>and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Demonstrate hygienic food preparation and storage.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>stitches, weave and knit.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use simple graphical communication techniques.</p>	<p>Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Achieve a quality product.</p>
<p><b>Evaluating processes and products</b></p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate familiar products.</p>	<p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p>



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	Evaluate their product by asking questions about what they have made and how they have gone about it.	they like and dislike about them.				Evaluate against their original criteria and suggest ways that their product could be improved.
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