**Progression of skills in Design and Technology**

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| **Area of learning** | **Early Years** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Developing, planning and communicating ideas** | Select appropriate resources.  Construct with a purpose in mind.  Understand that different media can be combined to create new effects. | Draw on their own experience to help generate ideas.  Suggest ideas and explain what they are going to do.  Model their ideas in card/paper. | Generate ideas by drawing on their own experiences.  Develop their ideas through discussion, observation, drawing and modelling.  Identify a purpose and target group for their product and a simple design criteria.  Make simple drawing s and label parts. | Generate ideas for an item, considering its purpose and audience.  Identify a design criteria for a successful product.  Plan the order of their work, with adult support.  Explore, develop and communicate design ideas.  Make drawings with labels.  Apply their understanding of computing to program, monitor and control their products. | Generate ideas, considering its purpose.  Make labelled drawings and begin to think about different views.  Develop a clear idea of what has to be done, planning all elements and suggesting alternative methods.  Evaluate existing products and identify criteria that can be used for their own design.  Apply their understanding of computing to program, monitor and control their products. | Generate ideas through brainstorming and identify a purpose for their product.  Draw a specification for their design.  Plan a clear idea of what has to be done, what resources are needed and suggest alternative methods of making if the first one fails.  Apply their understanding of computing to program, monitor and control their products. | Communicate their ideas through detailed labelled drawings.  Develop a design specification.  Explore, develop and communicate parts of their design by modelling their ideas.  Plan the order of their work, choosing appropriate materials, tools and techniques.  Apply their understanding of computing to program, monitor and control their products, aimed towards their audience. |
| **Working with tools, equipment, materials and components to make products** | Use a variety of construction materials.  Begin to construct using blocks and create spaces.  Use tools safely eg scissors, hole punch etc.  Use basic food hygiene practises.  Manipulate a variety of materials, to achieve a desired effect.  Select tools and techniques to construct and join. | Make their design using appropriate techniques.  With support, measure, mark out, cut and shape a range of materials.  Assemble, join and combine materials using a variety of temporary methods eg glue/ tape.  Select and use appropriate fruit and vegetables, process and tools. | Begin to select tools and materials, using vocabulary to name and describe them.  Measure and cut with some accuracy.  Use hand tools safely and appropriately.  Cut, shape and join fabric.  Assemble, join and combine materials to make a product.  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 simple tools.  Think about their ideas and be willing to make changes as they along.  Measure, tape, pin, cut and join fabric with some accuracy.  Demonstrate hygienic food preparation and storage.  Use finishing techniques to improve the appearance of their product, including using ICT. | Select appropriate tools and techniques for making their product.  Measure, mark out, cut and shape a range of materials using tools, techniques and equipment.  Join and combine materials more accurately in temporary and permanent ways.  Measure, tape, pin, cut and join materials with some accuracy.  Use simple graphical communication techniques – maths link. | Select appropriate materials, tools and techniques.  Measure and mark out accurately.  Use a variety of tools and equipment accurately and safely.  Weigh and measure accurately (time, dry ingredients and liquids).  Apply the rules for basic food hygiene and other safe practises eg use of an oven.  Cut and join with accuracy to ensure a good quality finish. | Select appropriate tools, materials, components and techniques.  Assemble components to make working models.  Use tools safely and accurately.  Construct products using permanent joining techniques.  Make modifications as they go along. |
| **Evaluating processes and products** | Talk about their product, including whether they changed anything. | Verbally evaluate their product, discussing how well it works. Identify possible changes. | Evaluate against their own design criteria, talk about what they like and dislike. Begin to record. | Evaluate their product – how well does it meet its purpose?  Disassemble and evaluate existing products. | Evaluate their work both during and at the end.  Evaluate their product carrying out simple tests.  Disassemble and evaluate existing products. | Evaluate their product against the original design specification.  Personally evaluate and seek evaluation from others.  Disassemble and evaluate existing products. | Evaluate their products, identifying strengths and areas for future development.  Carry out appropriate tests.  Record their evaluations.  Evaluate their product against the original design specification.  Disassemble and evaluate existing products. |