



## Progression in Design and Technology

		EYFS	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.	
		Year 1/2	Year 3/4	Year 5/6
<b>Design</b>	<b>Contexts, Uses and Purposes</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	
		Year 1 I can use my own ideas to make something.  Year 2 I can design a product for others using a design criteria.	Year 3 I can design a product and make sure that it looks attractive.  Year 4 I can use research to inform my design of a product.	Year 5 I can use research to develop a design criteria for an innovative, functional and appealing product aimed at a particular individual.  Year 6 I can show that I consider culture and society in my plans and designs.

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	Ideas	<p>Year 1</p> <p>I can explain to someone else how I want to make my product.</p> <p>Year 2</p> <p>I can think of an idea and plan what to do next.</p>	<p>Year 3</p> <p>I can present my plan to others.</p> <p>Year 4</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>I can produce a plan and explain it.</p> <p>I can use ideas from other people when I am designing.</p>	<p>Year 5</p> <p>I can make a prototype before making a final version.</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>Year 6</p> <p>I can justify my plans in a convincing way.</p>
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# Progression in Design and Technology

		Year 1/2	Year 3/4	Year 5/6
Make		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	
	Planning	<p>Year 1</p> <p>I can choose appropriate resources and tools.</p> <p>I can make a simple plan before making.</p> <p>Year 2</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can choose tools and materials and explain why I have chosen them.</p>	<p>Year 3</p> <p>I can select the most appropriate tools and techniques for a given task.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>Year 4</p> <p>I can select the appropriate materials for a given product based on their properties.</p> <p>Year 5</p> <p>I can use a range of tools and equipment competently.</p> <p>I can produce a detailed, step-by-step plan.</p> <p>Year 6</p> <p>I can follow and refine my plans.</p>	

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	<p>Practical Skills and Techniques</p>	<p>Year 1</p> <p>I use equipment to measure.</p> <p>I can join materials together when shown how.</p> <p>Year 2</p> <p>I can measure material to use in a model or structure.</p> <p>I can join materials and components in different ways.</p>	<p>Year 3</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>Year 4</p> <p>I can measure accurately.</p> <p>Year 5</p> <p>I can experiment with different techniques to join materials and choose the most effective.</p> <p>Year 6</p> <p>I can work within a budget.</p>
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# Progression in Design and Technology

		Year 1/2	Year 3/4	Year 5/6
Evaluate		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	
	Own Ideas and Products	<p>Year 1</p> <p>I can compare my product to others.</p> <p>Year 2</p> <p>I can explain what went well with my work.</p>	<p>Year 3</p> <p>I can prove that my design meets some set criteria.</p> <p>Year 4</p> <p>I can explain how I have improved my original design.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can present a product in an interesting way.</p> <p>Year 5</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can suggest alternative plans; outlining the positive features and drawbacks.</p> <p>Year 6</p> <p>I can evaluate my product against clear criteria.</p> <p>I show that I can test and evaluate my products.</p>	

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	Existing Products	<p>Year 1 I can compare my product to existing products.</p> <p>Year 2 I can compare and contrast my product to existing products.</p>	<p>Year 3 I can compare my product to existing products commenting on their purposes and appearances.</p> <p>Year 4 I can evaluate products for both their purpose and appearance.</p> <p>Year 5 I can explain how a product will appeal to a specific audience.</p> <p>Year 6 I can use market research to inform my plans and ideas.</p>
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# Progression in Design and Technology

		Year 1/2	Year 3/4	Year 5/6
Technical Knowledge		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products</li> </ul>	
	Making Products Work	<p>Year 1</p> <p>I can make a product which moves.</p> <p>I can make my model stronger.</p> <p>I can describe how something works.</p> <p>Year 2</p> <p>I can improve my model's strength, stiffness and stability.</p> <p>I can use mechanisms (levers, sliders, wheels and axis) in my product.</p>	<p>Year 3</p> <p>I can make a product which uses both electrical and mechanical components.</p> <p>Year 4</p> <p>I can understand the electrical and mechanical components in my product.</p> <p>Year 5</p> <p>I can create complex structures which are strong and reinforced.</p> <p>Year 6</p> <p>I can explain how products should be stored and give reasons.</p> <p>I can use computing to program monitor and control a product.</p>	

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		Year 1/2	Year 3/4	Year 5/6
Cooking		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	
	Where Food Comes From	<p>Year 1</p> <p>I can identify the ingredients I am using.</p> <p>Year 2</p> <p>I can describe the ingredients I am using.</p>	<p>Year 3</p> <p>I can explain the origin of the ingredients I am using.</p> <p>Year 4</p> <p>I know a range of local food producers.</p> <p>Year 5</p> <p>Understand the process of how food is produced and how it arrives on our tables.</p> <p>Year 6</p> <p>I can use seasonality to help me choose ingredients for a dish.</p>	



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	Food Preparation, Cooking and Nutrition	<p>Year 1 I can cut food safely.</p> <p>Year 2 I can cut different types of food in appropriate ways.</p>	<p>Year 3 I can describe how food ingredients come together.</p> <p>Year 4 I know how to be both hygienic and safe when using food.</p> <p>Year 5 I show that I can be both hygienic and safe in the kitchen.</p> <p>Year 6 I can use a range of cooking techniques to prepare a meal.</p>
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