

## DT design and Technology Progression of Skills

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too. Digital art such as graphic drawing programs and photography may be used throughout.

	<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical knowledge</b>	<b>Cooking and nutrition</b>
<b>Reception</b>	<p>Beginning to show an understanding, through discussion, how to plan and create a <b>purposeful</b> design with support and guidance.</p> <p>To <b>experiment</b> and <b>explore</b> with designs using play.</p> <p>Providing a <b>commentary</b> whilst designing their product through <b>discussion</b> with peers and members of staff. Being able to explain what they are making confidently.</p>	<p>Start to follow the main stages of making a product by following instructions.</p> <p>To listen to and show awareness of safety and hygienic <b>procedures</b> whilst making their product.</p> <p>To experiment with a variety of materials whilst making their product.</p>	<p>To be able to explain what they like and dislike about their product.</p> <p>To be able to comment on others work using guided questions from staff.</p>	<p>To be able to use appropriate language when using different materials (e.g. this feels soft/hard).</p>	<p>Start to know <b>where</b> food comes from.</p> <p>To be able to identify healthy foods in comparison to unhealthy foods.</p>

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<b>Year 1</b>	<p>Beginning to show an understanding, through discussion, how to plan and create a <b>purposeful</b> and <b>functional</b> design.</p> <p>Showing an awareness of a beginning and end in their design.</p> <p><b>Communicate</b> their ideas through modelling (talking through selection of materials) and being able to explain what they are going to do next.</p> <p>To be able to draw their final design in a way which communicates their ideas in a clear way.</p>	<p>To confidently follow the main stages of making a product by <b>selecting</b> a range of tools/ equipment in order to perform practical tasks (cutting, shaping).</p> <p>To be able to select and use a wide <b>range</b> of materials, including construction materials, textiles and ingredients.</p>	<p>To be able to <b>explain</b> what went well during the process and what they might do next time whilst referring to the process they had carried out.</p> <p>To be able to <b>discuss</b> their own and other student's work in a focused way.</p>	<p>To be able to <b>explore</b> and <b>discuss</b> how to better their designs (e.g. making them stronger).</p> <p>To be able to talk with their peers/teacher about the mechanics of their design/ product (e.g. levers)</p>	<p>Start to know <b>where</b> food comes from. Begin to understand that there are different food groups and give some examples of food in each.</p> <p>Use the <b>basic principles</b> of a <b>healthy</b> and <b>varied</b> diet to <b>prepare dishes</b>.</p>

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<b>Year 2</b>	<p>Beginning to show an understanding, through discussion, how to plan and create a <b>purposeful, functional and appealing</b> design with an <b>understanding of a particular individual or a group</b>.</p> <p>Start to order the main stages of making a product and explain the order of the stages.</p> <p>Draw their final design and communicate their ideas. Label according to discussion.</p>	<p>To <b>assemble</b> and join a range of materials <b>confidently</b> and <b>independently</b> to create a final product.</p> <p>To individually or in a group demonstrate procedures associated with safety and hygiene.</p> <p>To be able to apply Art skills/techniques to their final product as a way of enhancing the product.</p>	<p>To begin to be able to explain what went well and even better if, through simple judgements against a <b>success criteria</b>.</p> <p>To begin to <b>analyse and evaluate</b> others work using a success criteria.</p>	<p>To be able to use understanding of materials and their different properties in order to strengthen their design or product and be able to explain this.</p> <p>To be able to <b>discuss</b> why certain materials would be used for a certain project.</p>	<p>Start to know <b>where</b> different food comes from. Begin to understand that there are different food groups and give some examples of food in each.</p> <p>Use the <b>basic principles</b> of a <b>healthy</b> and <b>varied</b> diet to <b>prepare dishes</b>.</p> <p>Be introduced to a <b>range of cooking techniques</b> such as peeling, grating and weighing and to do so safely.</p> <p>To use a range of different cooking equipment to prepare dishes for example using weighing scales or cups.</p>

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<b>Year 3</b>	<p>With growing confidence, use <b>research</b> and <b>develop</b> a <b>design</b> that is <b>fit for purpose aimed at particular individuals or a group</b>.</p> <p>Confidently and independently order the main stages of making a product to reach a range of requirements.</p> <p>To be able to describe a design using an accurately labelled diagram.</p> <p>Explore, <b>generate, develop</b> and <b>communicate</b> their ideas through discussion and <b>annotated sketches</b> when designing.</p>	<p>Start to work safely and <b>select tools and equipment, from a wider range</b>, for making their product.</p> <p>Apply their knowledge of measure, <b>cutting, shaping, joining and finishing</b> with some <b>accuracy</b>. Show some understanding of <b>strengthening, stiffening and reinforcing</b>.</p> <p><i>Sew using a range of different stitches, weave or knit. Measure, tape or pin, cut and join fabric with some accuracy.</i></p> <p>Start to understand that <b>mechanical systems</b> such as levers or pneumatic systems create movement.</p>	<p>Begin to <b>investigate</b> and <b>analyse</b> a <b>range</b> of familiar products and consider the views of others to improve them.</p> <p>Start to <b>evaluate their ideas and product</b> against their own designs considering <b>others views</b> suggesting ways which their products can be improved.</p> <p>To be able to look at products and discuss how the mechanics behind it works.</p> <p>Record their evaluation through a written supportive framework.</p>	<p>To be able to choose textiles with a <b>purpose</b> and justify why.</p> <p>To be able to <b>discuss</b> with peers/ teachers how to strengthen, stiffen and reinforce more complex structures.</p> <p>To be able to <b>explain</b> why they have joined things together a certain way.</p>	<p>Start to know <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a <b>variety of predominantly savoury dishes</b> safely.</p> <p>Begin to understand how to use a <b>range of techniques</b>.</p> <p>Start to understand that a <b>healthy diet</b> is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Begin to know that activity, healthy food and drink are needed for a healthy body.</p>
	<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>	<b>Cooking and Nutrition</b>

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<p><b>Year 4</b></p>	<p>With confidence, use <b>research</b> and <b>develop design criteria</b> that is <b>innovative</b> and <b>fit for purpose aimed at particular individuals or a group</b>.</p> <p><b>Evaluate</b> others products and identify criteria that can be used for their own designs</p> <p>Confidently <b>generate, develop and communicate</b> their ideas through <b>cross sectional diagrams and annotated sketches</b>.</p> <p>Develop the order of the making of the product and which materials and equipment to be used.</p>	<p>Select appropriate <b>tools</b> and <b>materials</b> from a <b>wider range</b> for making their product <b>effectively</b> and <b>safely</b>.</p> <p>To be able to measure, mark out, <b>cut</b> and <b>shape</b> using appropriate tools, equipment and techniques.</p> <p>Know how simple <b>electrical circuits</b> incorporating <b>switches</b> and <b>bulbs</b> and <b>components</b> can be used to <b>create functional products</b>. Start to understand <b>mechanical and electrical systems</b>.</p> <p><b>Apply their understanding of computing to program their products</b>.</p> <p>Begin to use <b>finishing</b> techniques to <b>strengthen, stiffen</b> and improve the appearance of <b>more complex structures</b>.</p>	<p>To <b>investigate</b> and <b>analyse</b>, with some confidence, a <b>range of existing products</b> and <b>consider the views of others to improve them</b>.</p> <p>Start to <b>evaluate their ideas and product</b> against their own designs, while considering <b>others views</b> with a degree of fairness. Record their evaluation by responding to a questionnaire.</p>	<p>To know a range of techniques and know which is most appropriate to use to construct a product and be able to explain why a certain technique is used.</p> <p>To be able to use <b>scientific knowledge</b> to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p>Start to understand <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a <b>variety of predominantly savoury dishes</b> safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Know that activity, healthy food and drink are needed for a healthy body.</p>
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<p><b>Year 5</b></p>	<p>Confidently use results of <b>research</b>, information sources, including ICT when <b>developing design</b> ideas.</p> <p>Use <b>annotated sketches, cross-sectional, exploded diagrams to communicate</b> their ideas for an <b>innovative, functional, appealing product</b>. 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, if first attempts fail.</p>	<p>Select, from a <b>wider range</b>, the appropriate <b>materials, tools</b> and techniques, demonstrating skills in using different tools and equipment safely and accurately with growing confidence.</p> <p>Begin to measure, mark out, cut and join more accurately to ensure a good-quality finish to the product.</p> <p>Know how mechanical systems such as <b>cams</b> or <b>pulleys</b> or <b>gears</b> create movement.</p> <p><i>With a confidence pin, sew and stitch materials together to create a product.</i></p> <p>Use <b>finishing</b> techniques to <b>strengthen</b> and improve the appearance of their product with growing confidence using a range of equipment including ICT to <b>monitor</b>.</p>	<p>Using an understanding of the product, <b>investigate</b> and <b>analyse</b>, with some confidence, a <b>range</b> of <b>existing products</b> and <b>consider the views of others to improve them</b>.</p> <p>Start to <b>evaluate their ideas and product</b> against their own designs.</p> <p>Begin to evaluate honestly and critically their own product and seek evaluation from others. Record their evaluations through a paragraph indicating the improvements and the successes.</p>	<p>To be able to use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles and be able to explain how they have achieved this.</p> <p>To be able to use <b>accurate</b> language when discussing a product.</p> <p>To be able to <b>justify</b> the use of different techniques when constructing/ planning a product/design.</p>	<p>Understand <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world. Begin to understand that <b>seasons</b> may affect the food available.</p> <p>Understand how food is <b>processed</b> into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of <b>predominantly savoury dishes</b> safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Understand that different food and drink contain different substances – nutrients, water and fibre – that, combined with regular exercise are needed for health. Know what</p>
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<b>Year 6</b>	<p>Communicate their ideas through <b>detailed labelled diagrams</b> including <b>annotated sketches, cross-sectional</b> and <b>exploded diagrams, prototypes, pattern pieces</b> where appropriate.</p> <p>Draw up a detailed specification for their design.</p> <p>Have a clear idea of what has to be done, identifying areas within the production that present particular difficulties.</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use a <b>wide range</b> of tools safely and <b>accurately</b>.</p> <p>Aim to make and to achieve a quality product, but can make modifications as they go along.</p> <p><b>Understand more complex electrical circuits including switches, buzzers, bulbs, and motors to create functional products and how to program a computer to monitor and control their products.</b></p> <p>Understand how mechanical systems such as <b>cams, pulleys, linkages, levers and gears</b> create movement.</p>	<p>Using a comprehensive understanding of the product, <b>investigate</b> and <b>analyse</b>, with confidence, a <b>range of existing products</b> and <b>consider the views of others to improve them</b>.</p> <p>Start to <b>evaluate their ideas and product</b> against their own designs.</p> <p>Evaluate honestly and critically their own product and seek evaluation from others.</p> <p>To be able to refer to and link their designs and products with previous inventors.</p>	<p>To be able <b>justify</b> the use of different tools/ materials.</p> <p>To be able to review the design independently and with peers.</p> <p>To discuss what can be done to improve their product using <b>accurate</b> language.</p>	<p>Understand <b>where and how</b> food is <b>grown reared, caught and processed</b> in the UK, Europe and the wider world.</p> <p>Understand that <b>seasons</b> may affect the food available.</p> <p>Understand how food is <b>processed</b> into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>

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		<p>Construct products using permanent <b>joining</b> techniques.</p> <p>Know how to <b>reinforce</b> and <b>strengthen</b> more <b>complex structures</b>.</p> <p>Use <b>finishing</b> techniques to <b>strengthen</b> and improve the appearance of their product with growing confidence using a range of equipment including ICT to <b>program</b>, <b>control</b> and <b>monitor</b>.</p>			<p>Be able to explain that different food and drink contain different substances – nutrients, water and fibre – that, combined with regular exercise are needed for health. Know what proportion of your meal these should be.</p>
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