

Skills Progression: Design Technology

EYFS

Design

- To be added.

Make (inc. Technical Knowledge)

- To be added.

Evaluate

- To be added.

Cooking and Nutrition

- To be added.



YEAR 1

Design

- I can use my own ideas to make something.
- I can describe how something works.
- I can make a simple plan before making.
- I can explain to someone else how I want to make my product.
- I can develop my design ideas by applying findings from my earlier research of existing products.

Make (inc. Technical Knowledge)

- Make their design using appropriate techniques.
- With help, measure, mark out, cut and shape a range of materials.
- Use tools, e.g. scissors, safely.
- Assemble, join and combine materials together using a variety of temporary methods e.g. glues or masking tape.
- Explore ways of building simple structures.
- Explore and use a simple slider mechanism in a product.

Evaluate

- Evaluate their product by discussing how well it works in relation to the purpose.
- Evaluate their product by asking questions about what they have made and how they have gone about it.

Cooking and Nutrition

- I can follow basic food hygiene rules when preparing and cooking food.
- With supervision, I can get ready to cook: tie back long hair, wash and dry hands, put on a clean apron.
- I can cut food safely, using the appropriate techniques.
- I can select and use appropriate fruit and vegetables, processes and tools.



YEAR 2

Design

- Generate ideas by drawing on existing products.
- Develop their design ideas through discussion, observation and drawing.
- Identify a purpose for what they intend to design and make.
- Identify simple design criteria.
- Make simple drawings and label parts.

Make (inc. Technical Knowledge)

- Begin to select tools and materials; use vocab' to name and describe them.
- Measure and cut with some accuracy.
- Use tools safely and appropriately.
- Assemble, join and combine materials in different ways.
- Cut, shape and join fabric to make a simple product, using basic sewing techniques.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use a winding mechanism in their product.

Evaluate

- 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.

Cooking and Nutrition

- Follow safe procedures for food safety and hygiene.
- Make healthy choices when cooking.
- Understand that food gives us energy.
- With supervision, take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping floor.
- With supervision, get ready to cook: tie back long hair, wash and dry hands, put on a clean apron.

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YEAR 3

Design

- Plan the order of my work before starting.
- Model ideas using card and paper.
- Make drawings with labels when designing.
- Identify a purpose and establish criteria for a successful product.
- I can design a product and make sure that it looks attractive.
- I can choose a textile for both its suitability and its appearance.

Make (inc. Technical Knowledge)

- I can follow a step by step plan choosing the right equipment and materials.
- Work safely and accurately with a range of simple tools.
- I can work accurately to measure, make cuts and make holes.
- I can select the most appropriate tools and techniques for a given task.
- Measure, tape or pin, cut and join fabric with some accuracy.
- Use finishing techniques to strengthen and improve the appearance of their product.
- Understand and use levers and linkages in their product.

Evaluate

- I can prove that my design meets some set criteria.
- Disassemble and evaluate existing/familiar products.
- Recognise how designers and individuals have helped shape the world.

Cooking and Nutrition

- Know and can follow basic food and safety rules.
- Know how to get ready to cook: tie back long hair, wash and dry hands, put on a clean apron.
- Understand what a balanced diet is.
- Understand where and how a variety of ingredients are grown, reared, caught and processed.
- take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping floor.
- I can describe how food ingredients come together.



YEAR 4

Design

- I can use ideas from other people when I am 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, in case the first attempt fails.

Make (inc. Technical Knowledge)

- Think about their ideas as they make progress and be willing to change things if this helps them improve their work.
- I can measure accurately.
- I can preserve and adapt my work when my original ideas do not work.
- 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 to strengthen structures.
- Weave materials.

Evaluate

- I can evaluate and suggest improvements for my designs.
- I can evaluate by carrying out appropriate tests.
- I can evaluate products for both their purpose and appearance.
- I can explain how I have improved my original design.
- Evaluate products and identify criteria that can be used for their own designs.

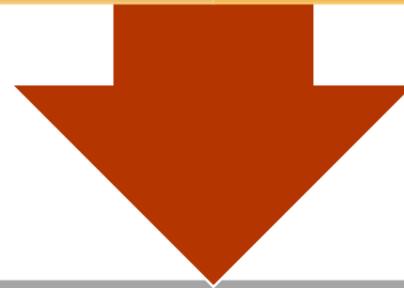
Cooking and Nutrition

- Know and can follow basic food and safety rules
- Demonstrate hygienic food preparation and storage.
- Know how to get ready to cook: tie back long hair, wash and dry hands, put on a clean apron.
- With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the dloow, disposing of rubbish, putting equipment away.

Skills Progression: Design Technology

YEAR 5

<p>Design</p> <ul style="list-style-type: none"> I can come up with a range of ideas after collecting information from different sources, including research online. I can produce a detailed, step-by-step, plan. I can explain how a product will appeal to a specific audience. I can draw up a specification for my design. I can communicate my ideas through detailed labelled drawings. 	<p>Make (inc. Technical Knowledge)</p> <ul style="list-style-type: none"> I can make a product which uses electrical components. I can use a range of tools and equipment competently. I can select appropriate materials, tools and techniques. I can measure and mark out accurately. I can cut and join with accuracy to ensure a good-quality finish to my product. I can use levers and wheels in my products. Start to apply their understanding of computing to program products. 	<p>Evaluate</p> <ul style="list-style-type: none"> Understand how individuals in design and technology have helped shape the world. I can evaluate appearance and function against original criteria. I can evaluate it personally and seek evaluation from others. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Are able to get ready to cook independently: tie long hair back, wash and dry hands, put on a clean apron. Demonstrate good food safety practices when getting ready to store, prepare and cook. Know, and can follow, food safety rules and understand their purpose. Can independently follow procedures for clearing up. Start to use a range of cooking techniques safely with confidence.
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YEAR 6

<p>Design</p> <ul style="list-style-type: none"> I can use market research to inform my plans and ideas. I can develop a design specification. I can justify my plans in a convincing way. I can show that I consider culture and society in my plans and designs. I can make a prototype before making a final version. 	<p>Make (inc. Technical Knowledge)</p> <ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques. Assemble components to make working models. Use all tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew or stitch materials together. Achieve a high quality product. Apply their understanding of computing to program, monitor and control their products. 	<p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate against their original criteria and suggest ways that their product could be improved. Understand how individuals in design and technology have helped shape the world. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Weigh and measure accurately (time, dry ingredients, liquids). I can explain how products should be stored and give reasons. I can follow recipes independently. Are able to get ready to cook independently: tie long hair back, wash and dry hands, put on a clean apron. Know, and can follow, food safety rules and understand their purpose. Safely, use a range of cutting and cooking techniques independently.
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