

Progression of Skills In Design and Technology

	EYFS	Year 1	Year 2	Year 3
<u>Topics</u>				
Design	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Draws on their own experiences to help generate ideas. Halloween decorations-aut Suggests ideas and explain what they are going to do. – all year through adult led conversation during lesson inputs Identifies a target group for what they intend to design and make. Christmas cards/ Calenders-aut Models their ideas in card and paper. Moving Christmas cards, Advent calenders -aut lift the flap parts of a flower-sum Develops their design ideas applying findings from their earlier research. –All year when learning new skills 	<ul style="list-style-type: none"> Generates ideas by drawing on their own and other people's experiences. Drawing a still life from explorer tools, using different media - Spr Develops their design ideas through discussion, observation, drawing and modelling. Plan a Tudor house - Aut Identifies a purpose for what they intend to design and make. Making a map of the school/ map of the thames and landmarks - Spr Identifies simple design criteria. Planning a Tudor house - Aut Makes simple drawings and label parts. Landmarks -Spr 	<ul style="list-style-type: none"> Generates ideas for an item, considering its purpose and the user/s. Plan stone age tools and shelters - Aut Identifies a purpose and establishes criteria for a successful product. War shelters-Sum Plans the order of their work before starting. Included in plans for tools - Aut Explores, develops and communicates design proposals by modelling ideas. Practise iron age tools in clay- Aut Makes drawings with labels when designing. Making models of stone and bronze age tools -Aut
Making	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Makes their design using appropriate techniques. CP- Choosing the correct tools/ brush sizes/ pens or pencils-aut With help measures, mark outs, cuts and shapes a range of materials. Play dough – maths -2d shapes-aut Uses tools eg scissors and a hole punch safely. Nativity props -aut Assembles, joins and combines materials and components together using a variety of temporary methods e.g. glues or masking tape. – all year through CP Card Making -aut split pin animals-spr parts of a flower-sum Selects and uses appropriate fruit and vegetables, processes and tools. Handa's surprise fruit salad-aut Uses basic food handling, hygienic practices and personal hygiene. Stone soup – forest school-spr Sandwiches – cutting into fractions-sum Uses simple finishing techniques to improve the appearance of their product. Laminating calenders so they 	<ul style="list-style-type: none"> Begins to select tools and materials; use vocab' to name and describe them. Lighthouse keeper's lunch, making a picnic - Sum Measures, cut and scores with some accuracy. Creating houses to represent great fire of London - Aut Uses hand tools safely and appropriately. Forest school whittling - Sum Assembles, joins and combines materials in order to make a product. Forest school whittling - Sum Cuts, shapes and joins fabric to make a simple garment. Uses basic sewing techniques. Edith Cavell nurses uniform - Sum Follows safe procedures for food safety and hygiene. Lighthouse keeper's lunch, making a picnic - Sum Chooses and uses appropriate finishing techniques. Spray chalk pictures with hairspray, Great fire of London - Aut 	<ul style="list-style-type: none"> Selects tools and techniques for making their products. WW2 gardens - Sum Measures, mark outs, cuts, scores and assembles components with more accuracy. WW2 gardens - Sum Works safely and accurately with a range of simple tools. Forest school whittling - Aut Thinks about their ideas as they make progress and be willing to change things if this helps them improve their work. Make war shelters and drop weights on them - Sum Measures, tapes or pins, cuts and joins fabric with some accuracy. Material for shelters – Sum Demonstrates hygienic food preparation and storage. Food discovery - Spr Uses finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Paper mache John crome painting – Model - Spr

		can be kept nicely- glue to make shiny products-aut		
Evaluating	•	<ul style="list-style-type: none"> Evaluates their product by discussing how well it works in relation to the purpose. Do you like your product? Would you make any changes? Evaluates their products as they are developed, identifying strengths and possible changes they might make. Split pin animals – are the limbs attached-spr is the sandwich holding together -sum Evaluates their product by asking questions about what they have made and how they have gone about it. Do they like their fruit salad? What would they change? -aut 	<ul style="list-style-type: none"> Evaluates against their design criteria. Tudor house - Aut Evaluates their products as they are developed, identifying strengths and possible changes they might make. Evaluate lighthouse keepers lunch - Sum Talks about their ideas, saying what they like and dislike about them. Say if they like their product in forest school - Sum 	<ul style="list-style-type: none"> Evaluates their product against original design criteria e.g. how well it meets its intended purpose. How strong was the WW2 shelter - Sum Disassembles and evaluate familiar products.

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Topics</u>			
Design	<ul style="list-style-type: none"> Generates ideas, considering the purposes for which they are designing. Christmas sleds to carry a teddy. Autumn Makes labelled drawings from different views showing specific features. Different viewpoints of the Nile - Spr Develops a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Building roundhouses out of collected materials. Aut Evaluates products and identify criteria that can be used for their own designs. Roman roads- Aut 	<ul style="list-style-type: none"> Generates ideas through brainstorming and identify a purpose for their product. Draws up a specification for their design. Greek vase(Autumn) & Viking boat & sails Develops a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Creating a Viking boat, experimenting with materials to make it stronger/ faster - Spr Uses results of investigations, information sources, including ICT when developing design ideas. 	<ul style="list-style-type: none"> Communicates their ideas through detailed labelled drawings. Creating a coastal flag to represent the local area Develops a design specification. Creating a specification for a coastal flag (dimensions, materials) Explores, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Experimenting with different carving tools (Maya print block). Plans the order of their work, choosing appropriate materials, tools and techniques. Recreating Mayan art, creating a print block - Aut
Making	<ul style="list-style-type: none"> Selects appropriate tools and techniques for making their product. Making damper bread forest school - Aut Measures, mark outs, cuts and shapes a range of materials, using appropriate tools, equipment and techniques. Making hieroglyphics - Spr Joins and combines materials and components accurately in temporary and permanent ways. Creating leaves indigenous to the rainforest, canopy in the classroom - Sum 	<ul style="list-style-type: none"> Selects appropriate materials, tools and techniques. Creating a Greek vase – adding handles, base, painting, drawing each other in poses - Sum Measures and marks out accurately. Viking boat – measuring & building-spr Uses skills in using different tools and equipment safely and accurately. Viking boat – measuring & building-spr Weights and measures accurately (time, dry ingredients, liquids). Cooking a Greek menu - Summer 	<ul style="list-style-type: none"> Selects appropriate tools, materials, components and techniques. Ongoing Assembles components make working models. – Science – electrical circuits – creating a functional circuit. Spr Uses tools safely and accurately. – Ongoing throughout the year (specifically relief printing using tools accurately). Aut Constructs products using permanent joining techniques. Christmas activities – sewing. Aut

	<ul style="list-style-type: none"> Sews using a range of different stitches, weave and knit. Sewing papyrus to make a book. Spr Measures, tapes or pins, cuts and joins fabric with some accuracy. Sews bits of scrap fabric to make mummification bandages. Spr Uses simple graphical communication techniques. Throughout year 	<ul style="list-style-type: none"> Applies the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Greek cooking & Basic food hygiene certificate course (Summer) Cuts and joins with accuracy to ensure a good-quality finish to the product. Props for a Beowulf play - Spr 	<ul style="list-style-type: none"> Makes modifications as they go along. Ongoing (creating print block etc). Pins, sews and stitches materials together create a product. Sewing stocking Xmas activities - Aut Achieves a quality product. Y6 HIIT work out cards - Sum
Evaluating	<ul style="list-style-type: none"> Evaluates their work both during and at the end of the assignment. Throughout year. Evaluates their products carrying out appropriate tests. Records information in the papyrus book to see if it is suitable for purpose. 	<ul style="list-style-type: none"> Evaluates a product against the original design specification. All year Evaluates it personally and seek evaluation from others. All year 	<ul style="list-style-type: none"> Evaluates their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluating the efficiency of functioning circuit and the materials used to support this. -spr Records their evaluations using drawings with labels. Evaluating success of summer fair stools by creating blue print of school and investigation position - Sum Evaluates against their original criteria and suggest ways that their product could be improved. Creating a meal from the workhouse and a contrasting house - Spr