



Progression of Skills

Design Technology




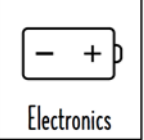
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore, research and design	<p>Think of an idea</p> <p>Explain what their idea is and what they are going to use to create it</p>	<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</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 the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>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 the first attempts fail</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>
Technical knowledge and skills	<p>Use small tools such as scissors</p> <p>Join materials using glue or masking tape</p> <p>Wash hands before handling food and begin to understand why this is important</p>	<p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools <i>eg scissors and a hole punch</i> safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Use simple finishing techniques to improve the appearance of their product</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p>	<p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Demonstrate hygienic food preparation and storage</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use simple graphical communication techniques</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>
Evaluating processes and products	<p>Share their creations, explaining the process they have used</p> <p>Think about any changes they might want to make</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>
Food and Nutrition	<p>Understand the importance of healthy food choices</p> <p>Use simple tools such as cutlery</p>	<p>Begin to understand that all food comes from plants or animals</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>Know how to use techniques such as cutting, peeling and grating</p>	<p>Understand that all food comes from plants or animals</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Start to know that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Understand 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>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink</p> <p>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Understand that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Understand 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>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</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Understand that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Begin to understand that seasons may affect the food available</p> <p>Understand how food is processed 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>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>	<p>Know that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Understand that seasons may affect the food available</p> <p>Understand how food is processed 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> <p>Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>



Design Technology—Key Concepts



Concepts	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Structures</p>	<p>Use small tools such as scissors</p> <p>Handles tools, construction and malleable materials safely and with increasing control</p> <p>Join materials using glue or masking tape</p>	<p>Pupils will be able to build simple structures, exploring how they can be made stronger.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Fold, tear and cut paper/card</p> <p>Roll paper to create tubes</p> <p>Cut along lines straight and curved</p> <p>Use tools <i>eg scissors and a hole punch</i> safely</p> <p>Insert paper fasteners for card linkages</p> <p>Investigate strengthening sheet materials</p> <p>Investigate joining temporary, fixed and moving</p> <p>Use nets</p>	<p>Pupils will be able to build simple structures, exploring how they can be made stronger.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Fold, tear and cut paper/card</p> <p>Roll paper to create tubes</p> <p>Cut along lines straight and curved</p> <p>Use tools <i>eg scissors and a hole punch</i> safely</p> <p>Insert paper fasteners for card linkages</p> <p>Investigate strengthening sheet materials</p> <p>Investigate joining temporary, fixed and moving</p> <p>Use nets</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy, using appropriate tools, equipment and techniques</p> <p>Pupils apply understanding of how to strengthen structures in order to create more useful characteristic of products</p> <p>Use and explore complex pop ups</p> <p>Create nets using computer aided design</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Make modifications as they go along</p> <p>Assemble components make working models</p> <p>Pupils can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		
 <p>Mechanisms</p>	<p>Handles tools, construction and malleable materials safely and with increasing control</p> <p>Join materials using glue or masking tape</p>	<p>Pupils will be able to understand mechanisms such as levers, sliders and wheels and use them in their work.</p> <p>Use a wide range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</p> <p>Join appropriately for different materials</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p>	<p>Pupils will be able to understand mechanisms such as levers, sliders and wheels and use them in their work.</p> <p>Use a wide range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</p> <p>Join appropriately for different materials</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p>	<p>Pupils begin to understand and demonstrate how to use mechanical systems such as levers and linkages.</p> <p>Use linkages to make movement larger</p> <p>Work safely and accurately with a range of simple tools</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	<p>Pupils understand and use mechanical systems in their products.</p> <p>Pupils begin to understand and demonstrate how to use mechanical systems such as pulleys and gears.</p> <p>Grow in confidence by trying new ideas</p> <p>Cut wood, dowel accurately</p> <p>Measure and mark out accurately</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Use Pulleys and gears confidently to create movement.</p> <p>Construct products using permanent joining techniques</p>		
 <p>Food Technology</p>	<p>Understand the importance of healthy food choices</p> <p>Use simple tools such as cutlery</p> <p>Wash hands before handling food and begin to understand why this is important</p> <p>Peel by hand</p> <p>Mix/Stir to loosely combine</p> <p>Measure—Using a spoon</p> <p>Cut—soft foods using a butter knife</p> <p>Wash hands before handling food and begin to understand why this is important</p>	<p>Pupils will use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Pupils will understand where food comes from.</p> <p>Pupils will know how to prepare simple dishes safely and hygienically, without using a heat source. They will cut, peel and grate ingredients.</p> <p>Peel with a swivel peeler with support from an adult</p> <p>Grate—soft foods e.g. cheese, cucumber</p> <p>Cut—soft foods using a table knife into equal sizes/slices</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Measure— using different size measuring spoons</p> <p>Thread soft foods onto sticks</p>	<p>Pupils will use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Pupils will understand where food comes from.</p> <p>Pupils will know how to prepare simple dishes safely and hygienically, without using a heat source. They will cut, peel and grate ingredients.</p> <p>Peel with a swivel peeler with support from an adult</p> <p>Grate—soft foods e.g. cheese, cucumber</p> <p>Cut—soft foods using a table knife into equal sizes/slices</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Measure— using different size measuring spoons</p> <p>Thread soft foods onto sticks</p>	<p>Pupils can prepare and cook a variety of savoury dishes safely and hygienically, including where appropriate, the use of a heat source with support.</p> <p>Pupils can select appropriate cooking utensils.</p> <p>Pupils start to independently follow a recipe.</p> <p>Pupils begin to understand that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Peel with a swivel peeler with supervision</p> <p>Grate—firmer foods e.g. carrots</p> <p>Snip with position e.g. lettuce</p> <p>Cut—cut out ensuring cutter is in the position to make good use of material available</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Mix/stir—ingredients thoroughly using a whisk</p> <p>Measure—using a jug and digital scales with support</p>	<p>Pupils understand and apply the principles of a healthy and varied diet.</p> <p>Pupils can prepare and cook a variety of predominantly savory dishes using a range of cooking techniques, including where appropriate, the use of a heat source with support.</p> <p>Pupils understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Mix/stir—fold ingredients together carefully</p> <p>Grate—using a zesting part of a grater e.g. lemon</p> <p>Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>Peel —with a swivel peeler independently</p> <p>Measure—use digital scales independently and accurately</p> <p>Thread—higher resistance food onto kebab sticks</p> <p>Cut—higher resistance foods using a vegetable knife e.g. carrots</p>		

 <p>Textiles</p>		<p>Pupils will be able to select from and use a wide range of materials according to their characteristics.</p> <p>Pupils will select from a range of tools and equipment to perform practical tasks.</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Join fabrics by using glue, staples or tape</p> <p>Explain choices of textile</p> <p>Measure, cut, shape and join fabric to make a simple garment.</p> <p>Use basic sewing techniques</p>	<p>Pupils with growing confidence can select from a range of tools and equipment, explaining their choices.</p> <p>Pupils are willing to change things if this helps them improve their work.</p> <p>Pupils can select from a range of materials and components according to their functional properties.</p> <p>Choose textiles based on appearance and functionality</p> <p>Explore fastenings e.g. buttons</p> <p>Understand need for patterns</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Join fabrics using over stitch, running stitch, weave and knit</p> <p>Use appropriate decoration techniques</p> <p>Explain how to join things in a different way</p>	<p>Pupils can select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Pupils can select from and use a wider range of materials and components, including construction, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Combine fabrics</p> <p>Use a variety of different stitches including back stitch.</p> <p>Pin, sew and stitch materials together create a product</p> <p>Use own template / Create a simple pattern</p>
 <p>Electronics</p>			<p>Pupils begin to understand and demonstrate how to use electrical systems.</p> <p>Use a number of components in a circuit e.g. bulbs or buzzers</p>	<p>Pupils understand and use electrical systems in their products.</p> <p>Pupils can apply their understanding of computing to program, monitor and control their products.</p> <p>Incorporate a switch into a product</p> <p>Begin to be able to control a model using a simple control programme</p> <p>Use different types of circuit in a product</p> <p>Control a model using an ICT control</p>