

SKILLS PROGRESSION Design & Technology

SKILLS THEME	Reception & Year 1 skills &/or concepts	Year 2 skills &/or concepts	Year 3 skills &/or concepts	Year 4 skills &/or concepts	Year 5 skills &/or concepts	Year 6 skills &/or concepts
Understanding contexts, users and purposes:						
DESIGNING	• Say whether their products are for themselves or other users	• Indicate the design features of their products that will appeal to intended users		• Investigate products/images to collect ideas and use found information to inform decisions		
	Generating, developing, modelling and communicating ideas					
	• Verbalise ideas  -Explain what they are making and which materials they are using  -Name the tools they are using -Describe what they need to do next	-Select appropriate technique explaining First..... Next..... Last...  -Discuss their work as it progresses  -Describe their models and drawings of ideas and intentions  –Think ahead about the order of their work and decide upon tools and materials  – Propose realistic suggestions as to how they can achieve their design ideas		(If useful)sketch and model alternative ideas  -Develop one idea in depth  – Plan the sequence of work using a “storyboard”  – Record ideas using annotated diagrams  –Make prototypes  –If appropriate, use a computer to model ideas  –Combine modelling and drawing to refine ideas  –Give a report using correct technical vocabulary		

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MAKING	PLANNING					
	<ul style="list-style-type: none"><li>•If appropriate, use drawings to record ideas as they are developed</li></ul>	<ul style="list-style-type: none"><li>• Plan a sequence of actions to make a product</li><li>•Record the plan by drawing (labelled sketches) or writing</li></ul>			<ul style="list-style-type: none"><li>• Draw plans which can be read/followed by someone else</li><li>• Choose the best method (models, kits and drawings) to help formulate design ideas</li></ul>	
	Practical Skills & Techniques					
	<ul style="list-style-type: none"><li>-Select materials from a limited range that will meet the design criteria</li><li>-Select and name the tools needed to work the materials</li><li>-Model ideas with kits, reclaimed materials</li><li>-Colour fabrics using a range of techniques e.g. fabric paints, printing, painting</li><li>-Join fabrics by using running stitch, glue, staples ,over sewing, tape</li><li>-Join appropriately for different materials and situations e.g. glue, tape,</li><li>-Mark out materials to be cut using a template</li><li>-Fold, tear and cut paper and card</li><li>-Roll paper to create tubes</li><li>-Cut along lines, straight and curved</li><li>-Use hole punch</li><li>-Insert paper fasteners for card linkages</li><li>-Make vehicles with construction kits which contain free running wheels</li><li>-Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</li></ul>	<ul style="list-style-type: none"><li>–Join fabrics using running stitch, over sewing, back stitch</li><li>–Explore fastenings and recreate some e.g. sew on buttons and make loops</li><li>–Create a simple pattern</li><li>–Cut slots</li><li>–Use lolly sticks/card to make levers and linkages</li><li>–Use and explore complex pop ups</li><li>–Create nets</li><li>– Incorporate a circuit with a bulb or buzzer into a model</li><li>–Make structures more stable by giving them a wide base</li><li>–Prototype frame and shell structures with close supervision</li><li>–Create 3D products using pattern pieces and seam allowance</li><li>–Decorate textiles appropriately often before joining components</li><li>–Pin and tack fabric pieces together</li></ul>			<ul style="list-style-type: none"><li>–Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision)</li><li>–Use bradawl to mark hole positions</li><li>–Use hand drill to drill tight and loose fit holes</li><li>–Cut strip wood, dowel, square section wood accurately to 1mm</li><li>–Join materials using appropriate methods</li><li>–Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms</li><li>–Use glue gun with close supervision</li><li>– Cut accurately and safely to a marked line</li><li>–Join and combining materials with temporary, fixed or moving joinings</li><li>–Choose an appropriate sheet material for the purpose</li><li>–Apply previously developed skills in self-initiated projects</li><li>–Make quality products</li><li>–Incorporate motor and a switch into a model</li><li>–Use craft knife, cutting mat and safety ruler under close supervision</li></ul>	

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EVALUATING	Own ideas and products & existing products . . .					
	<ul style="list-style-type: none"><li>• Say what they like and do not like about items they have made and attempt to say why</li><li>- Talk about changes made during the making process</li></ul>	<ul style="list-style-type: none"><li>• Identify the strengths and weaknesses of their design ideas</li><li>– Decide which design idea to develop</li><li>– Consider how the finished product could be improved and make adaptations</li></ul>			<ul style="list-style-type: none"><li>• Use the design criteria to inform their decisions about ways to proceed</li><li>– Justify their decisions about materials and methods of construction</li><li>– Reflect on their work using design criteria stating how well the design fits the needs of the user</li></ul>	
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COOKING & NUTRITION	Where food comes from . . .					
	<ul style="list-style-type: none"><li>• That all food comes from plants or animals</li></ul>	<ul style="list-style-type: none"><li>• That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li></ul>			<ul style="list-style-type: none"><li>• That seasons may affect the food available</li><li>• How food is processed into ingredients that can be eaten or used in cooking</li></ul>	
	Food preparation, cooking and nutrition . . .					
	<ul style="list-style-type: none"><li>- Develop a food vocabulary using taste ,smell, texture and feel</li><li>- Group familiar food products e.g. fruit and vegetables</li><li>- Cut, peel, grate, chop a range of ingredients</li><li>- Work safely and hygienically</li><li>- Understand the need for a variety of foods in a diet</li></ul>	<ul style="list-style-type: none"><li>- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel</li><li>- Follow instructions</li><li>- Join and combine a range of ingredients e.g. snack foods</li><li>- Work safely and hygienically</li><li>- Measure and weigh ingredients appropriately</li><li>– Prepare food products taking into account the properties of ingredients and sensory characteristics</li></ul>			<ul style="list-style-type: none"><li>– Select &amp; prepare foods for a purpose</li><li>– Weigh and measure using scales</li><li>– Cut and shape ingredients using appropriate tools and equipment e.g. grating</li><li>– Join and combine food ingredients appropriately e.g. beating, rubbing in</li><li>– Work safely and hygienically</li><li>– Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing</li><li>– Decorate appropriately</li></ul>	