



Progression of skills for D&T



	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Creating with materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

- ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- ♣ explore and evaluate a range of existing products
- ♣ evaluate their ideas and products against design criteria

Technical knowledge

- ♣ build structures, exploring how they can be made stronger, stiffer and more stable
- ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ♣ investigate and analyse a range of existing products

- ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- ♣ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- ♣ apply their understanding of computing to program, monitor and control their products

Design	Barefoot programme YR Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Nursery Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	• I can use my own ideas to make something • I can explain to someone else how I want to make my product • I can make a simple plan before making	• I can think of an idea and plan what to do next	• I can prove that my design meets some set criteria • I can follow a step-by-step plan, choosing the right materials and equipment • I can design a product and make sure it looks attractive	• I can use ideas from other people when I am designing • I can produce a plan and explain it	• I can come up with a range of ideas after collecting information from different sources • I can produce a detailed step-by-step plan • I can suggest alternative plans by outlining the positive features and draw backs	• I can use market research to inform my plans and ideas • I can follow and refine my plans • I can justify my plans in a convincing way • I can show that I consider culture and society in my plans and designs
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Make

- I can make a product which moves
- I can choose appropriate resources and tools

- I can join materials and components in different ways
- I can measure materials to use in a model or structure

- I can choose a textile for both its suitability and appearance
- I can select the most appropriate tools and techniques for a given task
- I can make a product which uses both electrical and mechanical components
- I can work accurately to measure, make cuts and holes

- I can present a product in an interesting way
- I can measure accurately
- I can preserve and adapt my work when my original ideas don't work

- I can use a range of tools and equipment competently
- I can make a prototype before making a final version

- I can work within a budget

Evaluate		• I can describe how something works	• I can choose tools and materials and explain why I have chosen them • I can explain what went well with my work • I can explain why I have chosen specific textiles		• I can evaluate and suggest improvements for my design • I can evaluate the appearance and purpose of my products • I can explain how I improved my original design	• I can explain how the product will appeal to a specific audience • I can evaluate appearance and function against original criteria	• I can show that I can test and evaluate my products • I can explain how products should be stored and given reasons • I can evaluate my products against a clear criteria
	Technical	• I can make my model stronger		I can make a product which uses both electrical and mechanical components			

Food		• I can cut food safely	• I can describe the ingredients I am using	• I can describe how food ingredients come together	• I know how to be both hygienic and safe when using food	• I can show that I can be both hygienic and safe in the kitchen	