

Langdale Primary School progression of skills - Design Technology.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Select appropriate resources</p> <p>*Use gestures, talking and arrangements of materials and components to show design</p> <p>* Use contexts set by the teacher and myself</p> <p>*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p>	<p>have own ideas</p> <p>* explain what I want to do</p> <p>*explain what my product is for, and how it will work</p> <p>* use pictures and words to plan, begin to use models</p> <p>* design a product for myself following design criteria</p> <p>*research similar existing products</p>	<p>have own ideas and plan what to do next</p> <p>* explain what I want to do and describe how I may do it</p> <p>* explain purpose of product, how it will work and how it will be suitable for the user</p> <p>* describe design using pictures, words, models, diagrams, begin to use ICT</p> <p>* design products for myself and others following design criteria</p> <p>* choose best tools and materials, and explain choices</p> <p>* use knowledge of existing products to produce ideas</p>	<p>*begin to research others' needs</p> <p>* show design meets a range of requirements</p> <p>* describe purpose of product</p> <p>* follow a given design criteria</p> <p>* have at least one idea about how to create product</p> <p>* create a plan which shows order, equipment and tools</p> <p>*describe design using an accurately labelled sketch and words</p> <p>* make design decisions</p> <p>*explain how product will work</p> <p>* make a prototype</p> <p>* begin to use computers to show design</p>	<p>* use research for design ideas</p> <p>* show design meets a range of requirements and is fit for purpose</p> <p>*begin to create own design criteria</p> <p>*have at least one idea about how to create product and suggest improvements for design.</p> <p>* produce a plan and explain it to others</p> <p>*say how realistic plan is.</p> <p>*include an annotated sketch</p> <p>*make and explain design decisions considering availability of resources</p> <p>*explain how product will work</p> <p>* make a prototype</p> <p>*begin to use computers to show design.</p>	<p>*use internet and questionnaires for research and design ideas</p> <p>*take a user's view into account when designing</p> <p>* begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</p> <p>*create own design criteria</p> <p>* have a range of ideas</p> <p>*produce a logical, realistic plan and explain it to others.</p> <p>*use cross-sectional planning and annotated sketches</p> <p>* make design decisions considering time and resources.</p> <p>*clearly explain how parts of product will work.</p> <p>*model and refine design ideas by</p>	<p>* draw on market research to inform design</p> <p>* use research of user's individual needs, wants, requirements for design</p> <p>* identify features of design that will appeal to the intended user</p> <p>* create own design criteria and specification</p> <p>* come up with innovative design ideas</p> <p>*follow and refine a logical plan.</p> <p>*use annotated sketches, cross-sectional planning and exploded diagrams</p> <p>* make design decisions, considering, resources and cost</p> <p>* clearly explain how parts of design will work, and how</p>

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						making prototypes and using pattern pieces. *use computer-aided designs	they are fit for purpose * independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs
Make	<ul style="list-style-type: none"> <li>*Construct with a purpose, using a variety of resources</li> <li>*Use simple tools and techniques</li> <li>*Build / construct with a wide range of objects</li> <li>*Select tools &amp; techniques to shape, assemble and join</li> <li>*Replicate structures with materials / components</li> <li>*Discuss how to make an</li> </ul>	<ul style="list-style-type: none"> <li>*explain what I'm making and why</li> <li>*consider what I need to do next</li> <li>*select tools/equipment to cut, shape, join, finish and explain choices</li> <li>*measure, mark out, cut and shape, with support</li> <li>*choose suitable materials and explain choices</li> </ul>	<ul style="list-style-type: none"> <li>*explain what I am making and why it fits the purpose</li> <li>*make suggestions as to what I need to do next.</li> <li>*join materials/components together in different ways</li> <li>*measure, mark out, cut and shape materials and components, with support.</li> <li>*describe which tools I'm using and why</li> <li>*choose suitable materials and explain choices depending on characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>*select suitable tools/equipment, explain choices; begin to use them accurately</li> <li>* select appropriate materials, fit for purpose.</li> <li>* work through plan in order</li> <li>*consider how good product will be</li> <li>* begin to measure, mark out, cut and shape materials/components with some accuracy</li> <li>* begin to assemble, join and combine materials</li> </ul>	<ul style="list-style-type: none"> <li>* select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> <li>*select appropriate materials, fit for purpose; explain choices</li> <li>* work through plan in order.</li> <li>* realise if product is going to be good quality</li> <li>* measure, mark out, cut and shape materials/components with some accuracy</li> <li>*assemble, join and combine materials and components with some accuracy</li> <li>*apply a range of finishing techniques with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>* use selected tools/equipment with good level of precision</li> <li>* produce suitable lists of tools, equipment/materials needed</li> <li>*select appropriate materials, fit for purpose; explain choices, considering functionality</li> <li>* create and follow detailed step-by-step plan</li> <li>* explain how product will appeal to an audience</li> <li>* mainly accurately measure, mark out, cut and shape</li> </ul>	<ul style="list-style-type: none"> <li>* use selected tools and equipment precisely</li> <li>*produce suitable lists of tools, equipment, materials needed, considering constraints</li> <li>* select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics</li> <li>* create, follow, and adapt detailed step-by-step plans</li> <li>*explain how product will appeal to audience; make changes to improve quality</li> </ul>

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	<p>activity safe and hygienic                  *Record experiences by drawing, writing, voice recording                  *Understand different media can be combined for a purpose</p>	<p>*try to use finishing techniques to make product look good                  *work in a safe and hygienic manner</p>	<p>*use finishing techniques to make product look good                  *work safely and hygienically</p>	<p>and components with some accuracy                  * begin to apply a range of finishing techniques with some accuracy</p>		<p>materials/components                  *mainly accurately assemble, join and combine materials/components                  * mainly accurately apply a range of finishing techniques                  * use techniques that involve a small number of steps                  * begin to be resourceful with practical problems</p>	<p>* accurately measure, mark out, cut and shape materials/components                  * accurately assemble, join and combine materials/components                  * accurately apply a range of finishing techniques                  * use techniques that involve a number of steps                  * be resourceful with practical problems</p>
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Evaluate	<ul style="list-style-type: none"> <li>*Adapt work if necessary</li> <li>*Dismantle, examine, talk about existing objects/structures</li> <li>*Consider and manage some risks</li> <li>*Practise some appropriate safety measures independently</li> <li>*Talk about how things work</li> <li>*Look at similarities and differences between existing objects / materials / tools</li> <li>*Show an interest in technological toys</li> <li>*Describe textures</li> </ul>	<ul style="list-style-type: none"> <li>*talk about my work, linking it to what I was asked to do</li> <li>* talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>*talk about existing products, and say what is and isn't good</li> <li>* talk about things that other people have made</li> <li>*begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>* describe what went well, thinking about design criteria</li> <li>* talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</li> <li>*evaluate how good existing products are</li> <li>*talk about what I would do differently if I were to do it again and why</li> </ul>	<ul style="list-style-type: none"> <li>* look at design criteria while designing and making</li> <li>*use design criteria to evaluate finished product</li> <li>* say what I would change to make design better</li> <li>*begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</li> <li>* begin to understand by whom, when and where products were designed</li> <li>* learn about some inventors/designers / engineers/chefs/manufacturers of ground-breaking products</li> </ul>	<ul style="list-style-type: none"> <li>*refer to design criteria while designing and making product</li> <li>*use criteria to evaluate</li> <li>* begin to explain how I could improve original design</li> <li>*evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>* discuss by whom, when and where products were designed</li> <li>* research whether products can be recycled or reused</li> <li>* know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products</li> </ul>	<ul style="list-style-type: none"> <li>*evaluate quality of design while designing and making</li> <li>*evaluate ideas and finished product against specification, considering purpose and appearance.</li> <li>*test and evaluate final product</li> <li>* evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>* begin to evaluate how much products cost to make and how innovative they are</li> <li>*research how sustainable materials are</li> <li>*talk about some key</li> </ul>	<ul style="list-style-type: none"> <li>*evaluate quality of design while designing and making; is it fit for purpose?</li> <li>* keep checking design is best it can be.</li> <li>*evaluate ideas and finished product against specification, stating if it's fit for purpose</li> <li>*test and evaluate final product; explain what would improve it and the effect different resources may have had</li> <li>*do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</li> <li>*evaluate how much products cost</li> </ul>
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						inventors/designers / engineers/ chefs/manufacturers of ground-breaking products	to make and how innovative they are *research and discuss how sustainable materials are *consider the impact of products beyond their intended purpose *discuss some key inventors/designers / engineers/ chefs/manufacturers of ground-breaking products
Technical knowledge Materials/structures			*measure materials *describe some different characteristics of materials *join materials in different ways *use joining, rolling or folding to make it stronger *use own ideas to try to make product stronger		*measure carefully to avoid mistakes *attempt to make product strong *continue working on product even if original didn't work *make a strong, stiff structure		*select materials carefully, considering intended use of the product, the aesthetics and functionality. *explain how product meets design criteria *reinforce and strengthen a 3D frame

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Technical knowledge mechanism		*begin to use levers or slides	*use levers or slides *begin to understand how to use wheels and axles	*select appropriate tools / techniques *alter product after checking, to make it better *begin to try new/different ideas *use simple lever and linkages to create movement		*refine product after testing *grow in confidence about trying new / different ideas *begin to use cams, pulleys or gears to create movement	
Technical knowledge – textiles		*measure, cut and join textiles to make a product, with some support *choose suitable textiles		*join different textiles in different ways *choose textiles considering appearance and functionality *begin to understand that a simple fabric shape can be used to make a 3D textiles project		*think about user and aesthetics when choosing textiles *use own template * think about how to make product strong and look better *think of a range of ways to join things *begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.	

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Technical knowledge electrical systems					*use number of components in circuit *program a computer to control product		*use different types of circuit in product * think of ways in which adding a circuit would improve product * program a computer to monitor changes in environment and control product
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<p>Technical knowledge – food and nutrition</p>	<ul style="list-style-type: none"> <li>*Begin to understand some food preparation tools, techniques and processes</li> <li>*Practise stirring, mixing, pouring, blending</li> <li>*Discuss how to make an activity safe and hygienic</li> <li>*Discuss use of senses</li> <li>*Understand need for variety in food</li> <li>*Begin to understand that eating well contributes to good health</li> </ul>	<ul style="list-style-type: none"> <li>*describe textures</li> <li>*wash hands &amp; clean surfaces</li> <li>*think of interesting ways to decorate food</li> <li>*say where some foods come from, (i.e. plant or animal)</li> <li>*describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>*discuss how fruit and vegetables are healthy</li> <li>*cut, peel and grate safely, with support</li> </ul>	<ul style="list-style-type: none"> <li>*explain hygiene and keep a hygienic kitchen</li> <li>*describe properties of ingredients and importance of varied diet</li> <li>*say where food comes from (animal, underground etc.)</li> <li>*describe how food is farmed, home-grown, caught</li> <li>*draw eat well plate; explain there are groups of food</li> <li>*describe “five a day”</li> <li>*cut, peel and grate with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>*carefully select ingredients</li> <li>*use equipment safely</li> <li>*make product look attractive</li> <li>*think about how to grow plants to use in cooking</li> <li>*begin to understand food comes from UK and wider world</li> <li>*describe how healthy diet= variety/balance of food/drinks</li> <li>*explain how food and drink are needed for active/healthy bodies.</li> <li>*prepare and cook some dishes safely and hygienically</li> <li>*grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing,</li> </ul>	<ul style="list-style-type: none"> <li>*explain how to be safe/hygienic</li> <li>*think about presenting product in interesting/ attractive ways</li> <li>*understand ingredients can be fresh, pre-cooked or processed</li> <li>*begin to understand about food being grown, reared or caught in the UK or wider world</li> <li>*describe eat well plate and how a healthy diet=variety / balance of food and drinks</li> <li>*explain importance of food and drink for active, healthy bodies</li> <li>*prepare and cook some dishes safely and hygienically</li> <li>*use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<ul style="list-style-type: none"> <li>*explain how to be safe / hygienic and follow own guidelines</li> <li>*present product well - interesting, attractive, fit for purpose</li> <li>*begin to understand seasonality of foods</li> <li>*understand food can be grown, reared or caught in the UK and the wider world</li> <li>*describe how recipes can be adapted to change appearance, taste, texture, aroma</li> <li>*explain how there are different substances in food / drink needed for health</li> <li>*prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</li> </ul>	<ul style="list-style-type: none"> <li>*understand a recipe can be adapted by adding / substituting ingredients</li> <li>*explain seasonality of foods</li> <li>*learn about food processing methods</li> <li>*name some types of food that are grown, reared or caught in the UK or wider world</li> <li>*adapt recipes to change appearance, taste, texture or aroma.</li> <li>*describe some of the different substances in food and drink, and how they can affect health</li> <li>*prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li> <li>*use a range of techniques</li> </ul>
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				spreading, kneading and baking		* use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
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