



Wider Curriculum Skills Progression

Design and Technology



Year	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 1	<ul style="list-style-type: none"> I can generate ideas by drawing on my own experiences. I can suggest ideas and explain what I am going to do. I can identify a target group to design for. I can model my ideas in card and paper. I can develop my design ideas applying findings from my research. 	<ul style="list-style-type: none"> I can make my design using appropriate techniques. I can use tools safely. (e.g. scissors, hole punch) I can assemble, join and combine materials and components together using a variety of temporary methods. (e.g. glues, masking tape) I can use simple finishing techniques to improve the appearance of my product. 	<ul style="list-style-type: none"> I can evaluate my product by discussing how well it works in relation to the purpose. I can evaluate my product as it develops, identifying strengths and possible changes. I can evaluate my product by asking questions about what I have made and how. 	<ul style="list-style-type: none"> I can build 3D structures. I can explore basic mechanisms in other products (hinges, folding). 	<ul style="list-style-type: none"> I can use basic food handling, hygienic practices and personal hygiene. I can identify healthy and unhealthy food choices. I can identify where food comes from.
Year 2	<ul style="list-style-type: none"> I can generate ideas by drawing on my own and other people's experiences. I can develop my design ideas through discussion, observation, drawing and modelling. I can identify a purpose for what I intend to design and make. I can identify simple design criteria. I can make simple drawings and label parts. 	<ul style="list-style-type: none"> I can select basic tools and materials, naming and describing them. I can measure, cut and score with some accuracy. I can use hand tools safely and appropriately. I can assemble, join and combine materials in order to make a product. I can cut, shape and join fabric. I can choose and use appropriate finishing techniques. 	<ul style="list-style-type: none"> I can evaluate my product against my design criteria. I can evaluate my product as it develops, identifying strengths and possible changes. I can talk about my ideas, saying what I like and dislike about them. 	<ul style="list-style-type: none"> I can build structures, exploring how they can be stiffer, stronger and more stable. I can explore and use mechanisms in my product (axles). 	<ul style="list-style-type: none"> I can follow safe procedures for food safety and hygiene. I can identify a healthy and varied diet to prepare dishes. I can identify and explain where food comes from.

Year 3	<ul style="list-style-type: none"> • I can generate ideas for an item considering its purpose and the user/s. • I can identify a purpose and establish criteria for a successful product. • I can plan the order of work before I start. • I can explore, develop and communicate design proposals by modelling ideas. • I can make drawings with labels when designing. 	<ul style="list-style-type: none"> • I can select tools and techniques for making my product. • I can measure, mark out, cut, score and assemble components with more accuracy. • I can use a range of tools safely and accurately. • I can think about my ideas as they progress and change things if this helps improve my product. • I can measure, tape/pin, cut and join fabric with some accuracy. • I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT. 	<ul style="list-style-type: none"> • I can evaluate my product against my original design criteria, discussing how well it meets its intended purpose. • I can disassemble and evaluate familiar products. 	<ul style="list-style-type: none"> • I can explore and use mechanisms in my product (levers and linkages). 	<ul style="list-style-type: none"> • I can demonstrate hygienic food preparation and storage.
Year 4	<ul style="list-style-type: none"> • I can generate ideas, considering the purposes for which they are designing. • I can make labelled drawings from different views showing specific features. • I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods, if the first attempts fail. • I can evaluate products and identify criteria that can be used for my design. 	<ul style="list-style-type: none"> • I can select appropriate tools and techniques for making my product. • I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • I can join and combine materials and components accurately in both temporary and permanent ways. • I can sew using a range of different stitches, weave and knit. • I can measure, tape/pin, cut and join fabric with some accuracy. • I can use simple graphical communication techniques. 	<ul style="list-style-type: none"> • I can evaluate my work both during and at the end. • I can evaluate my products carrying out appropriate tests. 	<ul style="list-style-type: none"> • I can explore and use mechanisms in my product (pulleys). 	<ul style="list-style-type: none"> • I can prepare and cook a variety of savoury dishes using a range of cooking techniques.

Year 5	<ul style="list-style-type: none"> • I can generate ideas through brainstorming and identify a purpose for my product. • I can draw up a specification for their design. • I can 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. • I can use results of investigations, information sources, including ICT when developing design ideas. 	<ul style="list-style-type: none"> • I can select appropriate materials, tools and techniques. • I can measure and mark out accurately. • I can use skills in using different tools and equipment safely and accurately. • I can weigh and measure accurately. (time, dry ingredients, liquids) • I can cut and join with accuracy to ensure a good-quality finish to my product. 	<ul style="list-style-type: none"> • I can evaluate my product against my original design specification. • I can evaluate my product personally and seek evaluation from others. 	<ul style="list-style-type: none"> • I can explore and use mechanisms in my product (cams). 	<ul style="list-style-type: none"> • I can apply the rules for basic food hygiene and other safe practices. (e.g. hazards relating to the use of ovens)
Year 6	<ul style="list-style-type: none"> • I can communicate my ideas through detailed labelled drawings. • I can develop a design specification. • I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways. • I can plan the order of my work, choosing appropriate materials, tools and techniques. 	<ul style="list-style-type: none"> • I can select appropriate tools, materials, components and techniques. • I can assemble components to make working models. • I can use tools safely and accurately. • I can construct products using permanent joining techniques. • I can make modifications as I go. • I can pin, sew and stitch materials together to create my product. • I can achieve a quality product. 	<ul style="list-style-type: none"> • I can evaluate my products identifying strengths and areas for development, and carrying out appropriate tests. • I can record my evaluations using drawings with labels. • I can evaluate against my original criteria and suggest ways my product could be improved. 	<ul style="list-style-type: none"> • I can apply my understanding of how to strengthen, stiffer, and reinforce more complex structures. • I can understand and use mechanical systems in my product. • I can understand and use electrical systems in their products. • I can apply my understanding of computing to program, monitor and control my products. • I can explore and use frame and shell structures. 	<ul style="list-style-type: none"> • I can understand and apply the principles of a healthy and varied diet. • I can understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.