

LADY BANKES PRIMARY SCHOOL
DESIGN AND TECHNOLOGY CURRICULUM SKILLS PROGRESSION



| Pupils should be taught to: | EYFS | | Key Stage One | | Key Stage Two | | | |
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| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Develop, plan and communicate ideas | <p>Beginning to use talk to organise themselves</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Think of their own ideas and then decide which materials to use to express them.</p> <p>Choosing the right resources to carry out their own plan.</p> | <p>Articulate their thoughts and ideas in well-formed sentences.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Learning about planning and how to come up with an idea but try to make it even better.</p> <p>Begin to use the language of designing and making for example join, build, shape.</p> | <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: what they are for, how they work, materials used.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criterion.</p> <p>Begin to develop their ideas through talk and drawings.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p> | <p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to 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>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Begin planning how to use materials, equipment and processes, and suggesting alternative</p> | <p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Start to understand whether products can be recycled or reused.</p> <p>Know to make drawings with labels when designing.</p> | <p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>Confidently 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>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers</p> | <p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p> <p>Use results of investigations, information sources, including ICT when</p> | <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> |

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| | | | | <p>methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> | <p>When planning explain their choice of materials and components including function and aesthetics.</p> | <p>who have developed ground -breaking products.</p> <p>When planning explain their choice of materials and components according to function and aesthetic.</p> | <p>developing design ideas.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> | <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> |
| <p>Work with tools, equipment, materials and components to make quality products</p> | <p>Use a range of simple tools to cut and join materials safely.</p> <p>Begin to use the language necessary: join, cut, stick together, fold, etc.</p> <p>Understand safety rules and begin to manage risks with support.</p> | <p>Build structures exploring how they can be made stronger and more stable.</p> <p>Select and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</p> <p>Make props for use in role play and retelling stories.</p> <p>Understand safety risks and</p> | <p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> | <p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> | <p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Start to understand that mechanical and electrical systems have an input, process and output.</p> <p>Start to understand that mechanical systems such as levers and</p> | <p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Know how mechanical systems such as cams or pulleys or gears create movement.</p> | <p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>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.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Know how more complex electrical</p> | <p>Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately.</p> <p>Assemble components to make working models. Aim to make and to achieve a quality product. With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when to make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> |

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| | | <p>begin to manage risks independently.</p> | <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p> | <p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p> <p>Start to choose and use appropriate finishing techniques</p> | <p>linkages or pneumatic systems create movement.</p> <p>Know how simple electrical circuits and components can be used to create functional products.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p> | <p>Understand how more complex electrical circuits and components can be used to create functional products.</p> <p>Continue to learn how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand how to reinforce and strengthen a 3D framework. Now sew using a range of different stitches, to weave and knit.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> | <p>circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> | <p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> |
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| <p>Evaluate processes and products</p> | <p>With support to be able to comment on what they have made.</p> <p>To begin to compare their work to others, with support.</p> | <p>Beginning to evaluate their product – with support.</p> <p>Beginning to be able to say how their product could be improved or changed so as fit for purpose.</p> <p>To look at similar products made and compare, with support.</p> <p>Finding ways to test their products and ideas.</p> | <p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> | <p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p> | <p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology that has helped to shape the world.</p> | <p>Evaluate their products carrying out appropriate tests.</p> <p>Start to evaluate their work both during and at the end of the assignment.</p> <p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology that has helped to shape the world.</p> | <p>Start to evaluate a product against the original design specification and by carrying out tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Begin to evaluate it personally and seek evaluation from others.</p> <p>Evaluate the key designs of individuals in design and technology that has helped to shape the world.</p> | <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment.</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> <p>Evaluate the key designs of individuals in design and technology that has helped to shape the world.</p> |
| <p>Food and Nutrition</p> | <p>Children to have basic hygiene awareness.</p> <p>Begin to make healthy choices about food, drink, activity and toothbrushing.</p> <p>To begin to understand some of the tools, techniques</p> | <p>Children to have basic hygiene awareness.</p> <p>Make healthy choices about food, linked with drink, activity and toothbrushing.</p> <p>To begin to understand some of the tools, techniques</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>Start to understand how to name and sort foods into the</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>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> | <p>Start to know 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.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</p> | <p>Understand 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.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</p> | <p>Understand 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.</p> <p>Begin to understand that seasons may affect the food available.</p> | <p>Know 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.</p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can</p> |

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| | <p>and processes involved in food preparation. Practise stirring, mixing, pouring with support.</p> <p>Begin to use a knife and fork with support.</p> <p>Discuss use of senses.</p> | <p>and processes involved in food preparation. Practise stirring, mixing, pouring more independently.</p> <p>Prepare own fruit/food treat eg decorate a biscuit, make a fruit kebab.</p> <p>Use a knife and fork more independently.</p> <p>Discuss use of senses.</p> | <p>five groups in 'The Eat well plate'</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 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>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, as depicted in 'The Eat well plate'</p> <p>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p> | <p>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, as depicted in 'The Eat well plate'.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</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>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> |
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