Dale Hall Primary School   Skills Progression overview DT

National curriculum aims:
The national curriculum for design and technology aims to ensure that all pupils: • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	*Construct with a purpose in mind. *Observe closely and replicate things. *Adapt ideas to make them better. *Start to record their experiences appropriately.	*Draw on their own experience to help generate ideas. *Suggest ideas and explain what they are going to do. *Identify a target group for what they intend to design and make. *Model their ideas in card and paper. *Develop their design ideas applying findings from their earlier research	*Generate ideas by drawing on their own and other people's experiences. *Develop their design ideas through discussion, observation, drawing and modelling. *Identify a purpose or target group for what they intend to design and make. *Identify simple design criteria. *Make simple drawings and label	*Generate ideas for an item, considering its purpose and the user/s. *Identify a purpose and establish criteria for a successful product. *Plan the order of their work before starting. *Explore, develop and communicate design proposals by modelling ideas. *Make drawings with labels when designing.	*Generate ideas, considering the purposes for which they are designing. *Make labelled drawings from different views showing specific features. *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	*Generate ideas through brainstorming and identify a purpose for their product. *Generate ideas, considering the purposes for which they are designing *Draw up a specification for their design. *Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and	*Communicate their ideas through detailed labelled drawings. *Develop a design specification. *Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. *Plan the order of their work, choosing appropriate materials, tools and techniques.

			parts.		first attempts fail. *Evaluate products and identify criteria that can be used for their own designs.	suggesting alternative methods of making if the first attempts fail. *Use results of investigations, information sources, including ICT when developing design ideas.	
Working with tools, equipment, materials and components to make quality products (inc-food)	*Use a range of tools safely. *Begin to understand the tools, techniques and processes involved in food preparation. *Dismantle objects and look closely at their components. *Observe and discuss materials around them. *Discuss appropriate use of senses.	*Make their design using appropriate techniques. *With help measure, mark out, cut and shape a range of materials. *Use tools e.g. scissors and a hole-punch safely. *Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. *Select and use appropriate fruit and vegetables, processes and tools.	*Begin to select tools and materials; use vocab' to name and describe them. *Measure, cut and score with some accuracy. *Use hand tools safely and appropriately. *Assemble, join and combine materials in order to make a product. *Cut, shape and join fabric to make a simple garment. *Use basic sewing techniques. *Follow safe procedures for food safety and	*Select tools and techniques for making their product. *Measure, mark out, cut, score and assemble components with more accuracy. *Work safely and accurately with a range of simple tools. *Think about their ideas as they make progress and be willing to change things if this helps them improve their work. *Measure, tape or pin, cut and join fabric with some accuracy. *Develop basic sewing skills. *Demonstrate hygienic food preparation and storage.	*Select appropriate tools and techniques for making their product. *Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. *Join and combine materials and components accurately in temporary and permanent ways. *Sew using a range of different stitches, weave and knit. *Measure, tape or	*Select appropriate materials, tools and techniques. *Measure and mark out accurately. *Use skills in using different tools and equipment safely and accurately. *Develop the skills of using a range of different stitches, weave and knit. *Weigh and measure accurately (time, dry ingredients, liquids). *Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to	*Select appropriate tools, materials, components and techniques. *Assemble components make working models. *Use tools safely and accurately. *Construct products using permanent joining techniques. *Make modifications as they go along. *Pin, sew and stitch materials together to create a product. *Achieve a quality product.

		*Use basic food handling, hygienic practices and personal hygiene. *Use simple finishing techniques to improve the appearance of their product.	hygiene. *Choose and use appropriate finishing techniques.	*Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	pin, cut and join fabric with some accuracy. *Use simple graphical communication techniques.	the use of ovens. *Cut and join with accuracy to ensure a good-quality finish to the product	
Evaluating processes and products	Discuss reasons that make activities safe or unsafe. Use of correct vocab.*Explain what they are constructing. *With support begin to measure and cut a range of materials. *With support begin to use simple tools. *Begin to join materials together in a	*Evaluate their product by discussing how well it works in relation to the purpose. *Evaluate their products as they are developed, identifying strengths and possible changes they might make. *Evaluate their product by asking questions about what they have made and how	*Evaluate against their design criteria. *Evaluate their products as they are developed, identifying strengths and possible changes they might make. *Talk about their ideas, saying what they like and dislike about them.	*Evaluate their product against original design criteria e.g. how well it meets its intended purpose. *Disassemble and evaluate familiar products.	*Evaluate their work both during and at the end of the assignment. *Evaluate their products carrying out appropriate tests.	*Evaluate a product against the original design specification. *Evaluate it personally and seek evaluation from others.	*Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. *Record their evaluations using drawings with labels. *Evaluate against their original criteria and suggest ways that their product could be

	variety of ways.	they have gone about it.					improved.