



Curriculum Skills Progression – Design Technology

	Reception (PD & EAD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>I can select construction resources to create an intended idea for imaginative play.</p> <p>I can create items from stories and props for role play using a variety of materials.</p> <p>I can create a simple design idea based on existing products.</p>	<p>I can draw and label a simple sketch to show my design intention.</p> <p>I can create a design based on existing products.</p> <p>Through discussion, I can suggest ideas, develop my design ideas and explain how I plan to make my product.</p> <p>I can generate a design that meets set criteria for a target audience.</p> <p>I can design a purposeful, functional, appealing product.</p> <p>I can use ICT where appropriate to show my design intention.</p>	<p>I can draw and annotate sketches from different angles to show my design intention.</p> <p>I can use my analysis of existing products to inform my own design.</p> <p>I can make changes to my design based on feedback given.</p> <p>I can develop a clear plan for how I will make my product.</p> <p>I can use research to develop design criteria to meet an identified purpose.</p> <p>I can plan the equipment and materials I will need to create my product.</p> <p>I can design a functional, appealing product that is fit for purpose.</p> <p>I can use computer-aided design where appropriate to help show my design intention.</p> <p>I can test my design ideas through making simple prototypes when appropriate.</p>	<p>I can draw annotated sketches, and cross-sectional and exploded diagrams to clearly show my design.</p> <p>I can research existing products and conduct market research and use my findings to inform a design specification.</p> <p>I can develop and make changes where necessary to a clear plan for how I will make my product.</p> <p>I can create more than one design idea to meet my design specification and select a final design based on my evaluation and feedback.</p> <p>I can design an innovative, functional, appealing product that is fit for purpose.</p> <p>I can use computer-aided design where appropriate to show an accurate design intention.</p> <p>I can test my design ideas through creating prototypes and pattern pieces.</p>			
Technical Knowledge	<p>I can observe features of subjects and their positions.</p> <p>I can construct with a purpose, using techniques, tools and manipulating materials to achieve a planned effect.</p>	<p>I can suggest ways to make a product stronger, stiffer and more stable.</p> <p>I know what a mechanism is and the part that levers, pivots, wheels, axles and chassis play in them.</p>	<p>I can suggest materials and techniques that could be used to strengthen and stabilise a structure.</p> <p>I know what a pneumatic system is and how they are used in products.</p> <p>I know what a series circuit is and the function of batteries, switches, bulbs, buzzers and motors.</p>	<p>I can suggest materials and techniques that could be used to strengthen and stabilise more complex structures.</p> <p>I know the difference between series and parallel circuits and the function of batteries, switches, bulbs, buzzers, motors and solar cells.</p> <p>I know how changes can be made to wheels, axles and chassis to impact the function of the product.</p> <p>I know how to use ICT to program, monitor and control products.</p>			



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<p>Make</p>	<p>I can progress towards a more fluent style of moving, with developing control.</p> <p>I can develop small motor skills to use a range of tools competently, safely and confidently.</p> <p>I can use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>I can experiment with a range of tools.</p> <p>I can experiment with a range of media, including pencil, collage, chalk and paint.</p> <p>I can use shapes and colours to represent an object.</p> <p>I can construct with a purpose, using techniques, tools and manipulating materials to achieve a planned effect.</p>	<p>I can explore how structures can be made stronger, stiffer and more stable.</p> <p>I can explore and construct a sliding mechanism, a lever and pivot mechanism and a wheel mechanism to create a moving picture.</p> <p>I can explore and construct a moving model with wheels, axles and chassis.</p> <p>I can cut and sew textiles.</p> <p>I can join materials effectively.</p> <p>I can use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>I can select materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>I can use materials and techniques to strengthen and stabilise a structure.</p> <p>I can create a moving model using a pneumatic system.</p> <p>I can create a product with a complete circuit that includes either bulbs, buzzers or motors.</p> <p>I can use a wide range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.</p> <p>I can select materials and components, including construction materials, textiles and ingredients, according to their functional and aesthetic qualities.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p>	<p>I can use materials and techniques to strengthen and stabilise more complex structures.</p> <p>I can create movement in my product through transferring motion</p> <p>I can create a product with a complete circuit made from a range of electrical components, including bulbs, buzzers, motors, switches and solar cells.</p> <p>I can cut, sew, join and reinforce textiles using a range of different stitches.</p> <p>I can use pattern pieces to create a final product.</p> <p>I can hem, finish and decorate a textile product, considering its aesthetic qualities.</p> <p>I can explore and construct a more complex moving model with wheels, axles and chassis, making changes to improve the product's function.</p> <p>I can program, monitor and control my product using computing.</p>
<p>Evaluate</p>	<p>I can explore with colour and see what happens when I mix colours.</p> <p>I can share my creations, explaining the process they have used.</p> <p>I can return to and build on previous learning, refining ideas and develop my ability to represent them.</p>	<p>I can evaluate my product against set design criteria, explaining strengths and weaknesses.</p> <p>I can explore and evaluate existing products and how they work.</p>	<p>I can evaluate my product against the design criteria I developed, explaining strengths and weaknesses.</p> <p>I can test my product in different ways to evaluate how fit it is for purpose.</p> <p>I can use feedback to evaluate my design before and during its creation.</p> <p>I can investigate and analyse a range of existing products, explaining how they would meet the design criteria.</p>	<p>I can evaluate my product against the design specification I developed, explaining strengths and weaknesses.</p> <p>I can seek evaluation from others through developing questionnaires and tests to be conducted.</p> <p>I can use feedback to evaluate and make changes to my design throughout the different stages of its development and creation.</p> <p>I can investigate and analyse a range of existing products through disassembly and explain how they would meet the design specification.</p>



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			I can understand how key events and individuals in design and technology have helped shape the world.	I can understand how key events and individuals in design and technology have helped shape the world and apply some of the principles in my design.
Food and Nutrition	<p>I can create a simple design idea based on existing products.</p> <p>I can construct with a purpose, using techniques, tools and manipulating materials to achieve a planned effect.</p> <p>I can develop small motor skills to use a range of tools competently, safely and confidently.</p> <p>I can construct with a purpose, using techniques, tools and manipulating materials to achieve a planned effect.</p> <p>I can share my creations, explaining the process they have used.</p> <p>I can return to and build on previous learning, refining ideas and develop my ability to represent them.</p>	<p>I can test flavours, textures and colours of different foods.</p> <p>I can use the basic principles of a healthy and varied diet to prepare a dish.</p> <p>I can explain where different types of food come from.</p> <p>I can use cutting, grating and peeling to prepare fruit and vegetables.</p> <p>I can prepare food hygienically.</p>	<p>I can test and compare flavours, textures and the appearance of different foods.</p> <p>I can explain why certain foods are in season at different times of the year and why it is good to eat seasonal food.</p> <p>I can include seasonal food in dishes I prepare.</p> <p>I can explain where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I can use a range of cooking tools to cut, grate and peel fruit and vegetables in different ways.</p> <p>I can consider different food groups needed for a healthy, balanced diet when preparing a dish.</p>	<p>I can test and compare flavours, textures and the appearance of different foods against my own set criteria.</p> <p>I can compare sweet and savoury dishes by their nutritional value.</p> <p>I can explain how cuisines from other countries have influenced what is eaten in Britain today.</p> <p>I can consider a range of flavours, textures and appearances to create a dish.</p> <p>I can create a dish through baking.</p> <p>I can measure out quantities of ingredients given in a recipe.</p> <p>I can combine ingredients through pouring, sieving, folding, whisking and stirring.</p>