



Poringland Primary School and Nursery

Design Technology Key Skills and Knowledge Progression

Skills							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Developing, planning and communicating ideas.		<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>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>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>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>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</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>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>
Working with tools, equipment, materials and components to make quality products (inc- food)		<p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools e.g. scissors and a hole punch safely</p>	<p>Begin to select tools and materials; use vocabulary to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and</p>	<p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products</p>



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		<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Use simple finishing techniques to improve the appearance of their product</p>	<p>combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p>	<p>range of simple tools</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use simple graphical communication techniques</p>	<p>accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together to create a product</p> <p>Achieve a quality product</p>
Evaluating processes and products		<p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</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>



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		how they have gone about it					
Technical knowledge progression							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Food technology		Foundation skills of where food comes from. Foundation skills in food groups, hygiene, techniques and preparation.	Foundation skills of where food comes from. Foundation skills in food groups, hygiene, techniques and preparation.	Deepening of understanding of how food is grown specific to examples of how and where food is grown Understanding what makes a healthy diet (Eatwell Guide) Use of a heat source to prepare and cook food. Expand on range of techniques.	Deepening of understanding of how food is grown specific to examples of how and where food is grown Understanding what makes a healthy diet (Eatwell Guide) Use of a heat source to prepare and cook food. Expand on range of techniques	In addition to reviewing LSK2 understanding of where food comes from, pupils should also know that seasons may affect the food available. - How food is processed into ingredients that can be eaten or used in cooking. Adapt recipes to change appearance, taste, texture or aroma That different food and drink contains different substances	In addition to reviewing LSK2 understanding of where food comes from, pupils should also know that seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking. Adapt recipes to change appearance, taste, texture or aroma That different food and drink contains different substances
Mechanisms		Taught the simple movements of simple mechanisms such as, levers, sliders, wheels and axles	Taught the simple movements of simple mechanisms such as, levers, sliders, wheels and axles	How mechanical systems such as levers and linkages or pneumatic systems create movement	How mechanical systems such as levers and linkages or pneumatic systems create movement	How mechanical systems such as cams, pulleys or gears create movement	How mechanical systems such as cams, pulleys or gears create movement
Structures		How freestanding structures can be made stronger, stiffer and more stable.	How freestanding structures can be made stronger, stiffer and more stable.	How to make strong, stiff shell structures	How to make strong, stiff shell structures	How to reinforce and strengthen a 3D framework (frame structures)	How to reinforce and strengthen a 3D framework (frame structures)
Textiles		That a 3D textile product can be assembled from two	That a 3D textile product can be assembled from two	That a single 3D textile can be used to make a 3D textile	That a single 3D textile can be used to make a 3D textile	That a 3D textile product can be made from a	That a 3D textile product can be made from a



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		identical fabric shapes.	identical fabric shapes.			combination of fabric shapes.	combination of fabric shapes.
Electrical circuits					How simple electrical products and components can be used to create functional products	How more complex electrical circuits and components can be used to create functional products	How more complex electrical circuits and components can be used to create functional products
CAD					How to program a computer to control their products	How to program a computer to monitor changes in the environment and control their products	How to program a computer to monitor changes in the environment and control their products