



***'Learn with love, flourish with faith.'***

**Curriculum Subject Skills Progression Framework**

**Subject: Design & Technology**

	<b>EYFS</b>	<b>Year 1 and Year 2:</b>	<b>Year 3 and Year 4:</b>	<b>Year 5 and Year 6:</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Explore how things work</li> <li>• Talk about the differences between materials and changes they notice</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of existing products, discussing how they are made and how they work.</li> <li>• Discuss how these products could help them with their own design</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>• Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>• Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they want to make, in relation to the design brief and their research.</li> <li>• Draw a simple picture of their product and add some words, e.g. its parts/materials.</li> <li>• Choose the materials/ingredients/tools they will use, from a limited selection.</li> <li>• Write down some of the materials/ ingredients/tools they</li> </ul>	<ul style="list-style-type: none"> <li>• Use their research to develop some of their own design criteria.</li> <li>• Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>• Indicate where a mechanism will go and briefly explain how it will function.</li> <li>• Choose the materials/ingredients/tools they will use, based on their suitability for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their research to develop their own design criteria.</li> <li>• Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections.</li> <li>• Indicate where/how materials will be joined in order to create a stable structure.</li> <li>• Choose the materials/ingredients/tools they will use, based on their suitability for the</li> </ul>

		<p>will need, using a word bank to help them. Food and cookery</p> <ul style="list-style-type: none"> <li>• Understand the basic principles of a healthy and varied diet and that they are designing a healthy dish.</li> <li>• Create a basic recipe, using drawings and labels</li> </ul>	<ul style="list-style-type: none"> <li>• List the materials/ ingredients/tools they will need.</li> <li>• Order the main stages of making. Food and cookery</li> <li>• Use the principles of a healthy and varied diet to help inform their design decisions.</li> <li>• Create/adapt a recipe with help, including some weight/volume measurements.</li> </ul>	<p>task, including sourcing their own materials where appropriate.</p> <ul style="list-style-type: none"> <li>• List the materials/ ingredients/tools they will need.</li> <li>• Write (brief) instructions for how they intend to make their product. Food and cookery</li> <li>• Independently apply the principles of a healthy and varied diet to inform their design decisions.</li> <li>• Apply their knowledge of seasonality and locality of food to inform their design decisions.</li> <li>• Create/adapt a recipe, including weight/volume measurements.</li> </ul>
<b>Make/construction</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• Join different materials and explore different textures</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits</li> </ul>	<ul style="list-style-type: none"> <li>• Mark materials before cutting.</li> <li>• Cut paper and other materials safely and with some accuracy.</li> <li>• Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying.</li> <li>• Use simple components, such as split pins.</li> <li>• Create a basic mechanism (lever/slider).</li> <li>• Test their product as they work.</li> <li>• Experiment with ways to make a structure stiffer/more stable as they work.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>• Create a working mechanism and incorporate it into their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy, before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> <li>• Join a range of materials using a variety of suitable methods.</li> <li>• Test their product as they work, making informed adjustments and sometimes anticipating problems.</li> <li>• Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>• Create a polished and well-finished product.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pay attention to the finishing of their product</li> </ul>	
<b><i>Make/food</i></b>		<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food.</li> <li>• Peel fruit/veg where necessary.</li> <li>• Use a knife and chopping board safely.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Cook the product in the oven, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Cook food in the oven and/or on a stove top, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> <li>• Make healthier options</li> <li>• scale a recipe quantity up or down</li> </ul>
<b><i>Make/textiles</i></b>		<ul style="list-style-type: none"> <li>• Making/using simple paper pattern pieces.</li> <li>• Cutting fabric carefully</li> <li>• Learning sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing using running stitch, attempting to produce neat, equal stitches</li> </ul>	Knitting club opportunity	<ul style="list-style-type: none"> <li>• Making/using a paper pattern (front and back pieces).</li> <li>• Including a seam allowance.</li> <li>• Cutting fabric accurately.</li> <li>• Sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing neatly using running stitch/back stitch.</li> <li>• Turning out so stitching is hidden.</li> </ul>

		<ul style="list-style-type: none"> <li>• embellishing by adding design features e.g. sequins</li> </ul>		<ul style="list-style-type: none"> <li>• Creating designs on fabric using applique/pens/ paint.</li> <li>• Incorporating a fastening component – button/zip/press stud</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what went well and which aspects of their product they are pleased with.</li> <li>• Describe anything that didn't work as well and any changes they had to make.</li> <li>• Discuss whether they think their intended user will like/did like the product and why.</li> </ul> <p>(Can be done verbally or written)</p>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>