



## DT progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<ul style="list-style-type: none"> <li>• I can create a simple design for my product that is functional and appealing to myself and others.</li> <li>• I can use words and pictures to describe what I want to do.</li> <li>• I can talk about my design.</li> <li>• I can use a computer program (2 design and make) to design a product.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a simple design for my product that is purposeful, functional and appealing to myself and others based on design criteria given</li> <li>• I can generate, develop, model and communicate my ideas through talking drawing, templates and mock-ups.</li> <li>• I can research my ideas using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of existing products to design my own functional product.</li> <li>• I can create designs using annotated sketches and prototypes.</li> <li>• I can talk about my design and discuss how it might change from my original idea after research and prototypes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>• I can create designs using annotated sketches, exploded diagrams and pattern pieces.</li> <li>• I can research and develop my design from a given design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my research into existing products to inform the design of my own innovative product.</li> <li>• I can create designs using annotated sketches and cross sectional designs and pattern pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• I can generate, develop, model and communicate my ideas through discussion, annotated sketches, exploded diagrams and through prototypes and computer aided design.</li> </ul>
Make	<ul style="list-style-type: none"> <li>• I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose tools I would like to use and select materials based on my knowledge of their properties.</li> <li>• I can safely measure, mark out, cut and shape materials and components using a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely measure, mark out, cut assemble and join with some accuracy.</li> <li>• I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use techniques which require more accuracy to cut, shape, join and finish my work.</li> <li>• I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials and plan how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</li> <li>• I can produce step-by-step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my technical knowledge and accurate skills to problem solve during the making process.</li> <li>• I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</li> </ul>

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Technical Knowledge	<ul style="list-style-type: none"> <li>• I can build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• I can use wheels and axles in a product.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and use mechanisms such as levers, sliders and wheels in products.</li> <li>• I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate different techniques for stiffening, strengthening and reinforcing more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand and use electrical systems in my products.</li> <li>• I can apply techniques I have learnt to strengthen structures and explore my own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand how to use more complex mechanical systems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger and more stable.</li> <li>• I can understand how to use more complex electrical systems.</li> <li>• I can apply my understanding of computer programs to monitor and control my product.</li> </ul>

## Cooking and Nutrition

- I can say where some food comes from with support.
- I can prepare a simple salad/ fruit salad and talk about where the fruit and vegetables come from.
- I can peel and chop foods using the bridge and claw grip with support.
- I can say whether some foods are healthy or unhealthy.

- I can say where some foods come from.
- I can peel and mix foods with some support.
- I can chop low resistance foods using the bridge and claw grip with some support.
- I can grate soft foods with support.
- I can say what foods I should eat to stay healthy.

- I can talk about where and how foods are grown, reared, caught and processed.
- I can peel, grate and mix food with increasing accuracy.
- I can measure ingredients by counting.
- I can chop low resistance foods using the bridge and claw grip with increasing accuracy.
- I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.
- I can talk about the different food groups and name a food from each group.

- I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.
- I can read and follow recipes which involve several processes, skills and techniques with some support.
- I can chop high resistance foods using the bridge and claw grip with increasing accuracy.
- I can measure ingredients using digital scales with support.

- I can understand seasonality and the advantages of eating seasonal and locally produced food.
- I can read and follow recipes which involve several processes, skills and techniques.
- I can chop high resistance foods using the bridge and claw grip with increasing accuracy.
- I can confidently plan a series of meals based on the principals of a healthy and varied diet.
- I can use information of food labels to inform choice.
- I can research, plan and prepare a savoury dish, applying my knowledge of ingredients and my technical skills.
- I can measure ingredients using digital scales.

- I can design and create a cake based on a given theme
- I can measure ingredients using digital scales with accuracy.



# The wider impact of design technology on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> <li>• I can ask simple questions about existing products and those that I have made.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate and assess existing products that I have made using a design criteria.</li> <li>• I can state what I like and dislike about my product.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate and analyse existing products and those I have made, considering a wide range of factors.</li> <li>• I can talk about how I would improve my product if I were to make it again.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate and analyse a range of existing products and explain how they will help to develop my design.</li> <li>• I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make detailed evaluations about existing products and my own considering the views of others to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
Careers and life skills	<ul style="list-style-type: none"> <li>• I can name one job that design and technology can lead to.</li> <li>• I can share my design with someone from home, explaining what I have created.</li> <li>• I can take part in a community design event.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some jobs that are done by artists, designers or craft makers.</li> <li>• I can see how I can use my creativity in a subject other than design and technology.</li> <li>• I can talk about a design project with someone from home, explaining how I planned before creating a final piece.</li> <li>• I can take part in a community design exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list at least 3 jobs that studying the subject of design and technology can lead to.</li> <li>• I can see how being able to think creatively can impact positively on subjects other than design and technology.</li> <li>• I can talk to people outside of my home about my design and the choices I made in creating it.</li> <li>• I can take part in a community design exhibition and talk about how having my work on display made me feel.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list several jobs that studying the subject of design and technology can lead to.</li> <li>• I can share my experience of working on a design project over time with friends in school and people at home.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about careers in design and technology and recall working with at least one professional over time.</li> <li>• I can make appropriate decisions about using my skills to complement work or understanding within another subject.</li> <li>• I can make decisions about my own design when given a brief for a project.</li> <li>• I can take on the role of a design co-ordinator during a school exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my experience in working towards an award and understand how I can build on this qualification in the future.</li> <li>• I can talk about opportunities I've had to lead on design and technology projects in school, and the skills this gave me.</li> <li>• I can show understanding of different briefs given to create a design for local, regional or national exhibitions.</li> <li>• I can talk about my proudest moments over time when displaying my design to others.</li> </ul>