

GREAT BARDFIELD PRIMARY SCHOOL SKILLS PROGRESSION DOCUMENT Design and Technology

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> The child can make comments about what they have heard and ask questions to clarify their understanding (Listening, Attention and Understanding). 	<ul style="list-style-type: none"> The child can draw on their own experience to help generate ideas. The child can suggest ideas and explain what they are going to do. The child can identify a target group for what they intend to design and make. The child can model their ideas in card and paper. The child can develop their design ideas applying findings from their earlier research. 	<ul style="list-style-type: none"> The child can generate ideas by drawing on their own and other people's experiences. The child can develop their design ideas through discussion, observation, drawing and modelling. The child can identify a purpose for what they intend to design and make. The child can identify simple design criteria. The child can make simple drawings and label parts. 	<ul style="list-style-type: none"> The child can generate ideas for an item, considering its purpose and the user/s. The child can identify a purpose and is beginning to establish criteria for a successful product. The child can plan the order of their work before starting. The child can explore, develop and communicate design proposals by modelling ideas. The child can make drawings with labels when designing. 	<ul style="list-style-type: none"> The child can generate ideas, considering the purposes for which they are designing. The child can identify a purpose and establish criteria for a successful product. The child can develop a clear idea of what has to be done, planning how to use materials, equipment and processes. The child can evaluate products and identify criteria that can be used for their own designs. The child can make labelled drawings from different views showing specific features. 	<ul style="list-style-type: none"> The child can generate ideas through brainstorming and identify a purpose for their product. The child can draw up a specification for their design. The child can 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. The child can use results of investigations, information sources, including ICT when developing design ideas. 	<ul style="list-style-type: none"> The child can communicate their ideas through detailed labelled drawings. The child can develop a design specification. The child can explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. The child can plan the order of their work, choosing appropriate materials, tools and techniques.
Working with tools, equipment, materials and components to make quality products (inc- food)	<ul style="list-style-type: none"> The child can hold a pencil effectively (Fine Motor Skills). The child is beginning to show accuracy and care when drawing (Fine Motor Skills). The child can use a range of small tools, including scissors, paint brushes and cutlery (Fine Motor Skills). The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials). 	<ul style="list-style-type: none"> The child can make their design using appropriate techniques. The child can with support measure, mark out, cut and shape a range of materials. The child can use tools e.g. scissors and a hole punch safely. The child can assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. The child can with support select and use appropriate fruit and vegetables, processes and tools. The child can use basic food handling, hygienic practices and personal hygiene. The child can with support cut, shape and join fabric to make a simple garment. Use basic sewing techniques The child can use simple finishing techniques to improve the appearance of their product. 	<ul style="list-style-type: none"> The child can begin to select tools and materials; use vocab' to name and describe them. The child can measure, cut and score with some accuracy. The child can use hand tools safely and appropriately. The child can assemble, join and combine materials in order to make a product. The child can select and use appropriate fruit and vegetables, processes and tools. The child can follow safe procedures for food safety and hygiene. The child can cut, shape and join fabric to make a simple garment. Use basic sewing techniques The child can choose and use appropriate finishing techniques. 	<ul style="list-style-type: none"> The child can select tools and techniques for making their product. The child can measure, mark out, cut, score and assemble components with more accuracy. The child can work safely and accurately with a range of simple tools. The child can measure, tape or pin, cut and join fabric with some accuracy. The child can weigh and measure with some accuracy (time, dry ingredients, liquids). The child can begin to demonstrate hygienic food preparation and storage. The child can think about their ideas as they make progress and be willing change things if this helps them improve their work. The child can use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> The child can select and identify appropriate tools and techniques for making their product. The child can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. The child can independently work safely and accurately with a range of simple tools. The child can measure, tape or pin, cut and join fabric with more accuracy. The child can weigh and measure with more accuracy (time, dry ingredients, liquids). The child can demonstrate hygienic food preparation and storage. The child can sew using a range of different stitches, weave and knit. The child can use simple graphical communication techniques. 	<ul style="list-style-type: none"> The child can select appropriate materials, tools and techniques. The child can measure and mark out accurately. The child can use skills in using different tools and equipment safely and accurately. The child can construct products using permanent joining techniques. The child can weigh and measure accurately (time, dry ingredients, liquids). The child can apply some rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. The child can, with some accuracy, pin, sew and stitch materials together create a product. The child can cut and join with accuracy to ensure a good-quality finish to the product. 	<ul style="list-style-type: none"> The child can select appropriate tools, materials, components and techniques. The child can measure, mark out and assemble components accurately. The child can assemble components make working models using tools safely and accurately. The child can construct products using permanent joining techniques making modifications as they go along. The child can weigh and measure accurately (time, dry ingredients, liquids) to create a product. The child can apply and explain rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. The child can, accurately, pin, sew and stitch materials together create a product. The child can achieve a quality product.

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<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> The child can offer explanations for why things might happen, making use of recently introduced vocabulary (Speaking). The child can share their creations, explaining the process they have used (Creating with Materials). 	<ul style="list-style-type: none"> The child can evaluate their product by discussing how well it works in relation to the purpose. The child can evaluate their products as they are developed, identifying strengths and possible changes they might make. The child can evaluate their product by asking questions about what they have made and how they have gone about it. 	<ul style="list-style-type: none"> The child can evaluate against their design criteria. The child can evaluate their products as they are developed, identifying strengths and possible changes they might make. The child can talk about their ideas, saying what they like and dislike about them. 	<ul style="list-style-type: none"> The child can evaluate their product against original design criteria e.g. how well it meets its intended purpose. The child can disassemble and evaluate familiar products. 	<ul style="list-style-type: none"> The child can evaluate their work both during and at the end of the assignment. The child can evaluate their products carrying out appropriate tests. 	<ul style="list-style-type: none"> The child can evaluate a product against the original design specification. The child can evaluate it personally and seek evaluation from others. 	<ul style="list-style-type: none"> The child can evaluate their products, identifying and record (using drawings with labels) strengths and areas for development, and carrying out appropriate tests. The child can evaluate against their original criteria and suggest ways that their product could be improved.
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