Saint Thomas More Catholic Primary School

Progression of Skills in Design & Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DESIGN **Developing, planning and communicating ideas.**	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research	• Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts	• Begin to research considering others needs • Describe purpose of product. • Follow a given design criteria • Plan the order of their work • Make drawings with labels when designing • Explore design by modelling ideas. • Begin to use computers to show design	• Use research for generating ideas. • Evaluate products and identify criteria that can be used for their own designs • Begin to create own design criteria • Make labelled drawings showing specific features • Produce a plan including equipment and tools and explain it to others • Make a prototype • Begin to use computers to show design.	• Generate ideas through discussion and researching existing products. • Take a user's view into account when designing • Draw up a specification for their design • 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 • Model and refine design ideas by making prototypes and using pattern pieces. • Use computers when developing design ideas	• Research a range of existing products and individual designers to generate ideas. • Use research of user's individual needs, wants, requirements for design • Create own design criteria and specification • Follow and refine a logical plan. • Use annotated sketches, cross-sectional planning and exploded diagrams • Clearly explain how parts of design will work, and how they are fit for purpose • Refine design ideas by making prototypes and using pattern pieces • Use computer-aided design
MAKE **Working with tools, equipment, materials and components to make quality products**	• Make their design using simple tools and techniques • With help measure, mark out, cut and shape a range of materials • Use tools *e.g. scissors and a hole punch* safely • Assemble, join and combine materials and components together with support using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product	• Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials with some support in order to make a product • Cut, shape and join fabric to make a simple product. Use basic sewing techniques • Choose and use appropriate finishing techniques	• Select tools and equipment and begin to use them accurately. • Begin to measure, mark out, cut and shape materials with some accuracy • Work safely with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Begin to assemble, join and combine materials and components with some accuracy • Begin to measure, tape or cut and sew fabric with some accuracy • Begin to use finishing techniques to strengthen and improve the appearance of their product with some accuracy	• Select appropriate tools and equipment for making their product explaining choices. • Measure, mark out, cut and shape a range of materials, with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Use simple graphical communication techniques • Apply a range of finishing techniques with some accuracy • Sew using a range of stitches	• Select appropriate materials, components, tools and techniques explaining choices. • Use equipment safely and accurately • Mainly accurately measure, mark out, cut and shape materials/components • Use simple graphical communication techniques • Mainly accurately apply a range of finishing techniques • Measure, tape or pin, cut and join fabric with more accuracy	• Select appropriate materials, components, tools and techniques fit for purpose; explain choices, considering functionality and aesthetics • Assemble components make working models • Use tools safely and accurately • Accurately measure, mark out, cut and shape materials/components • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together with accuracy to create a product

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EVALUATE **Evaluating processes and products**	• Evaluate their product by talking about what they have made and how they have gone about it.	• Evaluate their product by talking about what they have made and how they have gone about it. • Talk about their ideas, saying what they like and dislike about them	• Evaluate their product against the original design criteria • Say what they would change to make their design better. • Begin to evaluate existing products and who they are for.	• Evaluate their work both during and at the end of the assignment. • Evaluate their product carrying out appropriate tests. • Disassemble and evaluate familiar products • Learn about some inventors and designers	• Evaluate a product against the original design specification considering purpose and appearance. • Evaluate it personally and seek evaluation from others • Evaluate and discuss existing products, considering how well they've been made. • Talk about some key inventors/designers/ engineers/ chefs/manufacturers.	• Evaluate against their original criteria and suggest ways that their product could be improved • Evaluate quality of product is it fit for purpose? • Evaluate and discuss existing products, considering how well they've been made, materials, whether they work, how they have been made • Discuss how key events and individuals in design and technology have helped shape the world.