Design and Technology- progression of skills

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| Year group | Skills in design | Skills in textiles | Skills in construction | Skills in food technology |
| EYFS | * Children share their creations, explaining the processes they have used. | * Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Children learn to weave with a range of different fabrics. | * Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |  |
| Year 1 | * I can use my own ideas to make something. * I can describe how something works. * I can explain to someone else how I want to make my product. * I can choose appropriate resources and tools. * I can make a simple plan before making. | * Children learn how to sew and join fabrics using a running stitch or whip stitch. | * I can make a product which moves. * I can make my model stronger. * I can join materials and components in different ways. * I can measure materials to use in a model or structure. * I am learning to use a range of equipment, such as **glue, hacksaws and hammers.** | * I can cut food safely. |
| Year 2 | * I can think of an idea and plan what to do next. * I can choose tools and materials and explain why I have chosen them. * I can explain what went well with my work. | * Children learn how to cut out shapes which have been created by drawing round a template onto the fabric. * Children begin to sew using a range of basic stitches. * I can explain why I have chosen specific textiles. | * I can describe the ingredients I am using. |
| Year 3 | * I can prove that my design meets some set criteria. * I can follow a step-by-step plan, choosing the right equipment and materials. * I can design a product and make sure that it looks attractive. * I can select the most appropriate tools and techniques for a given task. | * Children are able to join fabrics using a range of stitches with increasing independence. * They learn how to add further decoration to their work using buttons, beads, sequins, etc. * I can choose a textile for both its suitability and its appearance. | * I can make a product which uses both electrical and mechanical components. * I can work accurately to measure, make cuts and make holes. * I am learning to use a range of tools and equipment, such as **hand drills.** | * I can describe how food ingredients come together. |
| Year 4 | * I can use ideas from other people when I am designing. * I can produce a plan and explain it. * I can evaluate and suggest improvements for my designs. * I can evaluate products for both their purpose and appearance. * I can explain how I have improved my original design. * I can present a product in an interesting way. * I can measure accurately. * I can persevere and adapt my work when my original ideas do not work. | * Children are able to use a pattern and are introduced to making a prototype of a product. * Sewing skills are becoming more accurate. | * I know how to be both hygienic and safe when using food. |
| Year 5 | * I can come up with a range of ideas after collecting information from different sources. * I can produce a detailed, step-by-step plan. * I can suggest alternative plans; outlining the positive features and draw backs. * I can explain how a product will appeal to a specific audience. * I can evaluate appearance and function against original criteria. * I can make a prototype before make a final version. | * Children can create products using pattern pieces and demonstrate an awareness of seam allowance. * They are taught how to blanket stitch. | * I can use a range of tools and equipment competently, such as; **hacksaws, bench hooks, hammers, glue guns and hand drills**. | * I show that I can be both hygienic and safe in the kitchen. |
| Year 6 | * I can use market research to inform my plans and ideas. * I can follow and refine my plans. * I can justify my plans in a convincing way. * I can show that I consider culture and society in my plans and designs. * I show that I can test and evaluate my products. * I can work within a budget. * I can evaluate my product against clear criteria. | * Children can pin and tack fabric pieces together. * They can join fabrics using running stich, whip stitch and blanket stitch. * Children are able to make quality products with increasing accuracy and independence. | * I can explain how products should be stored and give reasons. |