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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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