Biggin Hill Primary School Progression of Skills in Design and Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing planning and communicating ideas	• Draw on their own experiences to help generate ideas. • Suggest ideas and explain what they are going to do. • Identify a target group for their design, e.g. children • Model their ideas on card and paper. • Develop their design ideas applying findings from their whole class 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. • Identify tools and materials, using the correct vocabulary to name them, giving reasons why they are the best.	• Generate ideas for an item, considering its purpose and the user/s. • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting, putting together a step by step plan which shows the order and what equipment and tools they need. • Explore, develop and communicate design proposals by modelling ideas. • Make drawings with accurately labelled sketches and words when designing.	• Generate ideas, considering the purposes for which they are designing. • Make labelled drawings from different views showing specific features, considering the ideas of others when designing. • 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. • Evaluate products and identify criteria that can be used for their own designs. • Explain their plan to others.	• Generate ideas through brainstorming and identify a purpose for their product. • Use results of investigations, information sources, including ICT when developing design ideas. • Draw up a specification for their design. • Develop a step by step plan 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. • Suggest some alternative plans and say what the good points and drawbacks are about each.	• Communicate their ideas through detailed labelled drawings. • Develop a design specification. • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. • Plan the order of their work, choosing appropriate materials, tools and techniques, refining where necessary. • Use a range of information to inform their designs, including market research. • Show considerations of culture and society in their designs.
Working with tools and equipment, materials and components to make quality products and including food	• Make their design using appropriate techniques, e.g. sketching and labelling. • 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 using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools. • Use basic food handling, hygienic practices and personal hygiene. • Use simple finishing techniques to improve the appearance of their product, e.g. adding colour.	• 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 in order to make a product. • Cut, shape and join fabric to make a simple garment. • Use basic sewing techniques. • Follow safe procedures for food safety and hygiene. • Choose and use appropriate finishing techniques.	• Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Think about their ideas as they make progress and be willing to change things if this helps them improve their work. • Measure, tape or pin, cut and join fabric with some accuracy. • Demonstrate hygienic food preparation and storage. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	• Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Join and combine materials and components accurately in temporary and permanent ways. • Sew using a range of different stitches, weave and knit. • Measure, tape or pin, cut and join fabric with some accuracy. • Use simple graphical communication techniques. • Show awareness of the need to produce something that will be liked by others. • Continue to work on the product even though the original idea might not have worked.	• Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately. • Weigh and measure accurately (time, dry ingredients, liquids). • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. • Cut and join with accuracy to ensure a good-quality finish to the product. • Explain why their finished product is going to be of good quality. • Explain how their product will appeal to the audience. • Persevere through different stages of the making process.	• Select appropriate tools, materials, components and techniques. • Assemble components to make working models. • Use tools safely and accurately. • Construct products using permanent joining techniques. • Make modifications as they go along. • Pin, sew and stitch materials together to create a product. • Achieve a quality product. • Make alterations to their way of working if needed.
Evaluating processes and products.	• Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their product by asking questions about what they have made and how they have gone about it. • Talk about things other people have done.	• Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them and what they would improve if they did it again.	• Evaluate their product against original design criteria e.g. how well it meets its intended purpose. • Disassemble and evaluate familiar products. • Explain what they changed which made their design better.	• Evaluate their work both during and at the end of the assignment. • Evaluate their products, on both appearance and function, carrying out appropriate tests for success. • Explain how they can improve their original design.	• Evaluate that their design is the best that it can be. • Evaluate a product against the original design specification. • Evaluate it personally and seek evaluation from others. • Identify whether anything could be improved.	• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be improved. • Identify different resources that have improved their product. • Consider needing more or different information to make it even better.