



Design and Technology
Curriculum Progression

Year group	Design	Make	Evaluate	Technical Knowledge
EYFS	They represent their own ideas, thoughts and feelings through design and technology.	Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. They use and explore a variety of materials, tools and techniques.	Talk about things they and others have made.	Selects appropriate resources and adapts work where necessary.
YEAR 1	To be able to think of some ideas of my own To be able to use pictures and words to plan To be able to explain what I am making	To be able to explain what I am making To be able to select tools and equipment to cut, shape, join and finish To be able to choose the right materials	To be able to talk about my own work To be able to talk about existing products and say what is good and what could be improved	Construction To be able to say how to make products stronger To be able to use levers or slides in my work Cooking and nutrition To be able to cut food safely To be able to describe the texture of foods To be able to wash their hands and make sure that surfaces are clean

				To be able to think of interesting ways of decorating food they have made, eg, cakes To be able to say what healthy foods are To be able to say where some food comes from
Year 2	To be able to think of ideas and plan what to do next To be able to choose the best tools and materials To be able to give a reason why these are best tools or materials To be able to describe my design by using pictures, diagrams, model mock-ups, words and ICT To be able to explain what I am making and why my audience will like it To be able to choose materials and explain why they are being used depending on their characteristics	To be able to explain what I am making and why my audience will like it To be able to join things (materials/ components) together in different ways	To be able to describe what went well with my work To be able to evaluate what I would do differently if I did it again and why To begin to explain how I can improve my original design To be able to judge my work against the design criteria	Cooking and nutrition To be able to describe the properties of the ingredients I am using and why it is important to be varied in my diet To be able to explain what it means to be hygienic To be able to keep a hygienic kitchen To be able to say where food comes from i.e. animals, underground, over ground etc Use of materials To be able to measure materials to use in a model or structure To be able to join materials in different ways To be able to use joining, folding or rolling to make it stronger To be able to use levers or slides in my work Textiles To be able to join textiles together to make a product To be able to cut textiles To be able to explain why I chose a certain textile Mechanisms

				To be able to join materials together as part of a moving product To be able to add a specific design to my product To be able to use axels and wheels in my work
Year 3	To be able to show that my design meets a range of requirements To be able to put together a step-by-step plan which shows the order and also what equipment and tools I need To be able to describe my design using an accurately labelled sketch and words To be able to say how realistic my plan is	To be able to use equipment and tools accurately To be able to stop and think about how good my product is going to be	To be able to say what I would change which could made my design even better To be able to practise my evaluation skills by evaluating existing products	Textiles To be able to join textiles of different types in different ways To be able choose textiles both for their appearance and also qualities Cooking and nutrition To be able to choose the right ingredients for a product To be able to use equipment safely To be able to make sure that my product looks appealing To be able to describe how my combined ingredients come together To be able to set out to grow plants such as cress and herbs from seeds with the intention of using them for my food product
Year 4	To be able to come up with at least one idea about how to create my product To be able to take account of the ideas of others when designing To be able to produce a plan and explain it to others	To be able to use equipment and tools accurately To be able to tell if my finished product is going to be good quality	To be able to check if my design is successful To be able to suggest some improvements and say what was good and what needs improving about my original design	Textiles To be able to think what the user would want when choosing textiles To be able to think about how to make my product strong To be able to devise a template To be able to explain how to join things in a different way Cooking and nutrition

				To be able to say what to do to be hygienic and safe To be able to think what I could do to present my product in an interesting way Electrical & mechanical components To be able to select the most appropriate tools and techniques to use for a given task To be able to make a product which uses both electrical and mechanical components To be able to use a simple circuit To be able use a number of components To be able to add things to my circuits To be able to alter my product after checking it To be able to be confident about trying out new and different ideas
Year 5	To be able to come up with a range of ideas after I have collected information To be able to take a user's view into account when designing To be able to produce a detailed step-by-step plan To be able to suggest some alternative plans and say what the good points and drawbacks are about each To be able to use cross sectional planning to show my design To be able to produce prototypes to show my ideas	To be able to explain how my product will appeal to the audience To be able to use a range of tools and equipment expertly To begin to think about the aesthetic qualities of my work To be able to think about the functionality of my work	To be able to keep checking that my design is the best it can be To be able to check whether anything could be improved To be able to evaluate appearance and function against the original criteria To be able to test and evaluate my final product To be able to say if my product is fit for purpose To be able to practise my evaluation skills by evaluating existing	Cooking and nutrition To be able describe what I do to be both hygienic and safe To be able to present my product well Electrical & mechanical components To be able to incorporate a switch into my product To be able to refine my product after testing it To be able to incorporate hydraulics and pneumatics To be able to use different kinds of circuit in my product To be able to think of ways in which adding a circuit would improve my product

			products against criteria which I have set	Mouldable materials To be able to consider the use of the product when selecting materials To be able to say how my product meets the design criteria
Year 6	To be able to use a range of information to inform my design To be able to use market research to inform plans To be able to work within constraints To be able to follow and refine my plan if necessary To be able to justify my plan to someone else To be able to consider culture and society in my designs	To be able to use tools and materials precisely To be able to change the way I am working if needed To be able to think about the aesthetic qualities of my work To be able to think about the functionality of my work	To be able to say if my product is fit for purpose To be able to evaluate what would improve my product To be able to evaluate if different resources would have improved my product To be able to say if I would need more or different information to make it even better To be able to practise my evaluation skills by evaluating existing products against criteria which I have set	Textiles To be able to think what the user would want when choosing textiles To be able to make my product appealing and strong To be able to make up a prototype first To be able to use a range of joining techniques To be able to think about how my product could be sold To be able to give considered thought about what would improve my product even more Electrical and mechanical components To be able to use different kinds of circuit in my product To be able to think of ways in which adding a circuit would improve my product Mouldable materials To be able to consider the use of the product when selecting materials To be able to say if my product meets the design criteria