



Ashby Hastings Primary School

“Inspiring minds to foster confidence”

Skills Progression

Design and Technology

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Background Research</p> <p>Exploring context and existing products</p>	<p>Understand what a product is and who it is for</p> <p>Understand how a product works and how it is used</p> <p>Identify where you might find this product</p>	<p>Understand what a product is and who it is for</p> <p>Understand how a product works and how it is used</p> <p>Identify where you might find this product</p> <p>Identify the materials used to make the product</p> <p>Express an opinion about the product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from</p> <p>Evaluate the product on design and use</p> <p>Research facts about famous inventors, chefs, designers etc linked to the product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from</p> <p>Evaluate the product on design and use</p> <p>Research facts about famous inventors, chefs, designers etc linked to the product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from and how environmentally friendly the materials are</p> <p>Evaluate the product on design on design, appearance and use</p> <p>Identify the cost to make the product</p> <p>Research facts about famous inventors, chefs, designers etc linked to the product</p>	<p>Identify who made the product, when it was made and what its purpose is</p> <p>Identify what the product has been made from and how environmentally friendly the materials are</p> <p>Evaluate the product on design on design, appearance and use</p> <p>Identify the cost to make the product and whether it has any purposes e.g. leading innovation of the time, trend setting</p>

						Research facts about famous inventors, chefs, designers etc linked to the product
<p style="text-align: center;">Design Criteria</p> <p style="text-align: center;">Understanding their intended users and their own product</p>	<p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for</p>	<p>Use own experiences and existing products to develop ideas</p> <p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for and how it will work</p> <p>Explain why their product is suitable for the intended user</p>	<p>Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to intended users</p> <p>Explain how parts of their product works</p> <p>Generate realistic ideas that meet the needs of the user</p>	<p>Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to intended users</p> <p>Explain how parts of their product works</p> <p>Develop their own design criteria and use of for planning ideas</p> <p>Generate realistic ideas that meet the needs of the user and take into account availability of resources</p>	<p>Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to intended users</p> <p>Explain how parts of their product works</p> <p>Develop their own design criteria and use of for planning ideas</p> <p>Generate innovative ideas that meet the needs of the user and take into account availability of resources</p>	<p>Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product and how it will work</p> <p>Identify design features that will appeal to intended users</p> <p>Explain how parts of their product works</p> <p>Develop their own design criteria and use of for planning ideas</p> <p>Create a design description for their product</p> <p>Highlight the impact of time, resources and cost within their design ideas</p>

						Generate innovative ideas that meet the needs of the user
<p style="text-align: center;">Planning</p> <p>Communicating ideas and creating prototypes for a product</p>	Discuss what their steps for making could be	Discuss what their steps for making could be	Share and discuss ideas with others	Share and discuss ideas with others	Share and discuss ideas with others	Share and discuss ideas with others
	Represent ideas through talking and drawing	Represent ideas through talking, drawing and computing (where appropriate)	Order the main stages of making	Order the main stages of making	Record a step by step for making	Record a step by step for making
	Choose materials to use based on suitability of their properties	Choose materials to use based on suitability of their properties	Represent ideas in diagrams, annotated sketches and computer based programs (where appropriate)	Represent ideas in diagrams, annotated sketches and computer based programs (where appropriate)	Produce lists for the tools, equipment and materials they will be using	Produce lists for the tools, equipment and materials they will be using
	Create templates/ pattern pieces and explore materials whilst developing ideas	Create templates/ pattern pieces and explore materials whilst developing ideas	Choose materials to use based on suitability of their properties	Choose materials to use based on suitability of their properties	Represent ideas in diagrams, annotated sketches and computer based programs (where appropriate)	Represent ideas in diagrams, annotated sketches and computer based programs (where appropriate)
			Create pattern pieces and prototypes	Create pattern pieces and prototypes	Choose materials to use based on suitability of their properties and aesthetic qualities	Choose materials to use based on suitability of their properties and aesthetic qualities
					Create pattern pieces and prototypes	Create pattern pieces and prototypes

<p style="text-align: center;">Making</p> <p style="text-align: center;">Selecting the tools and applying the practical skills and techniques</p>	<p><i>Across KS1 Use materials – construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p>	<p><i>Across KS1 Use materials – construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p> <p>Use finishing techniques, including skills learnt in Art</p>	<p><i>Across KS2 Use materials – construction materials and kits, textiles, food and mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learnt in Art with some accuracy</p>	<p><i>Across KS2 Use materials – construction materials and kits, textiles, food and mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learnt in Art with some accuracy</p>	<p><i>Across KS2 Use materials – construction materials and kits, textiles, food and mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving skills when encountering a mistake or practical problem</p> <p>Use finishing techniques, including skills learnt in Art accurately</p>	<p><i>Across KS2 Use materials – construction materials and kits, textiles, food and mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components accurately</p> <p>Join, assemble and combine materials and components accurately</p> <p>Demonstrate problem solving skills when encountering a mistake or practical problem</p> <p>Use finishing techniques, including skills learnt in Art accurately</p>
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<p>Evaluation</p> <p>Referring to planning and initial ideas in evaluating their product</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p> <p>Suggest how there product could be improved</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>
<p>Cooking and Nutrition</p> <p>Understanding food and food preparation</p>	<p>Understand that food comes from plants or animals</p> <p>Understand that food has to be farmed, caught or grown</p>	<p>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</p> <p>Understand that recipes can be changed by adding or taking away ingredients</p> <p>Understand that the seasons can affect food produce</p>	<p>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</p> <p>Understand that the seasons can affect food produce</p> <p>Understand that sometime raw ingredients need to be processed before they can be used in cooking (e.g. de-feathering a chicken)</p> <p>Understand that recipes can be adapted to change the appearance, taste and aroma of a dish</p>			

<p>Cooking and Nutrition</p> <p>Food preparation, cooking and nutrition</p>	<p>Sort foods into the 5 groups using The Eatwell Plate</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely without a heat source</p> <p>Use cooking techniques such as cutting, peeling and grating</p>	<p>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</p> <p>Identify that food and drink are needed to provide energy for a healthy and active lifestyle</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely, where needed with a heat source</p> <p>Use cooking techniques such as chopping, peeling, grating, slicing, mixing, spreading, kneading and baking</p>	<p>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</p> <p>Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely, where needed with a heat source</p> <p>Use cooking techniques such as chopping, peeling, grating, slicing, mixing, spreading, kneading and baking</p>
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