



Bow Community Primary School



Design and Technology Progression

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Design | <ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher | <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model ideas in card and paper | <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify design criteria • Make drawings and label parts for the design process | <ul style="list-style-type: none"> • 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 • Explore, develop and communicate design proposals by modelling ideas | <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and | <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes; suggesting alternative methods if | <ul style="list-style-type: none"> • Communicate 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 work, choosing appropriate materials, |

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| | <ul style="list-style-type: none"> and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) | <ul style="list-style-type: none"> Develop their design ideas applying findings from their earlier research Use IT as appropriate | <ul style="list-style-type: none"> Use IT as appropriate | <ul style="list-style-type: none"> Make detailed drawings with labels when designing | <p>processes, and suggesting alternative methods of making, if the first attempts fail</p> <ul style="list-style-type: none"> Identify criteria that can be used for their own designs | <p>the first attempts fail</p> <ul style="list-style-type: none"> Use results of investigations and information sources when developing design ideas | <p>tools and techniques including the use of the design cycle</p> |
| <p>Make</p> | <ul style="list-style-type: none"> Construct with a purpose, using a variety of resources Use simple tools and techniques Build / construct with a wide range of objects | <ul style="list-style-type: none"> With help measure, mark out, cut and shape a range of materials Select and use appropriate fruit and vegetables, processes and tools Practise basic food handling, hygienic | <ul style="list-style-type: none"> Select tools and materials Measure and cut with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product | <ul style="list-style-type: none"> Select tools and techniques for making their product and work safely / accurately Measure, mark out, cut, score and assemble components with more accuracy to use finishing techniques to strengthen | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Construct products using permanent joining techniques Use skills with different tools and equipment | <ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components to make working models Use tools safely and accurately Construct products using permanent |

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| | <ul style="list-style-type: none"> • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components *Discuss how to make an activity safe and hygienic • Understand different media can be combined for a purpose | <p>practices and personal hygiene</p> <ul style="list-style-type: none"> • Use simple finishing techniques to improve the appearance of their product | <ul style="list-style-type: none"> • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | <p>and improve the appearance of their product</p> <ul style="list-style-type: none"> • Demonstrate hygienic food preparation and storage • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products | <p>materials and components accurately in temporary and permanent ways</p> <ul style="list-style-type: none"> • Demonstrate hygienic food preparation and storage • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products | <p>safely and accurately</p> <ul style="list-style-type: none"> • Weigh and measure accurately • Apply the rules for basic food hygiene and other safe practices • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. | <p>joining techniques</p> <ul style="list-style-type: none"> • Make modifications in process • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. |
| Evaluate | <ul style="list-style-type: none"> • Adapt work if | <ul style="list-style-type: none"> • Evaluate by discussing how well it works in | <ul style="list-style-type: none"> • Evaluate against their design criteria | <ul style="list-style-type: none"> • Think about their ideas as they make progress and be willing to | <ul style="list-style-type: none"> • Analyse a range of familiar products | <ul style="list-style-type: none"> • Evaluate a product against the original | <ul style="list-style-type: none"> • Evaluate products, identifying strengths and areas for |

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| | <p>necessary</p> <ul style="list-style-type: none"> • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks *Practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between | <p>relation to the purpose</p> <ul style="list-style-type: none"> • Ask questions about what they have made and how they have gone about it | <ul style="list-style-type: none"> • Evaluate in process identifying strengths and possible changes they might make • Talk about ideas, saying what they like and dislike about them • Evaluate designs by other people to learn from them | <p>change things if this helps them to improve their work</p> <ul style="list-style-type: none"> • Evaluate their product against original design criteria | <ul style="list-style-type: none"> • Evaluate their products carrying out appropriate tests • Evaluate their product against their own criteria | <p>design specification</p> <ul style="list-style-type: none"> • Evaluate it personally and seek evaluation from others | <p>development, and carrying out appropriate tests</p> <ul style="list-style-type: none"> • Record evaluations using drawings with labels • Evaluate against original criteria and suggest ways that their product could be improved |
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| | <p>existing objects / materials / tools</p> <ul style="list-style-type: none"> • Show an interest in technological toys • Describe textures | | | | | | |
| <p>Food and nutrition</p> | <ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Understand need for variety in food • Begin to understand | <ul style="list-style-type: none"> • Develop basic principles of balanced eating, and where food comes from. • Perform simple, useful, practical tasks | <ul style="list-style-type: none"> • Understand food and nutrition with opportunities to cook. • Understand where food comes from | <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, | <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, |

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| | nd that eating well contributes to good health | | | | | caught and processed. | caught and processed. |
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