



Progression of Skills in D&T Years 1 - 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas (Designing)	• Draw on own experiences to generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they are going to design and make • Model their ideas on paper	• 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 • Make simple drawings and label parts	• 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 • Make drawings with labels when designing	• Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different viewpoints, showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes • Suggest alternative methods of making, if the first attempt fails • Evaluate existing products and identify criteria that can be used for their own designs	• 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 • Suggest alternative methods of making if the first attempt fails • Use the results of investigations and information sources to develop design ideas	• 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
Working with tools, equipment and materials to create quality products including food (Making)	• Make their design using appropriate techniques • With help, measure, mark out, cut and shape a range of materials • Use tools (scissors, hole punch etc) safely • Assemble, join and combine materials and components together using a variety of temporary methods (glue, masking tape etc) • Use simple finishing techniques to improve the appearance of their product • Select and use appropriate fruit and vegetables, processes and tools for cooking • Use basic food handling, hygienic practices and personal hygiene	• Begin to select tools and materials; use vocabulary 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 using basic sewing techniques (e.g. running stitch) • 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 • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	• 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 both temporary and permanent ways • Sew using a range of different stitches • Measure, tape or pin, cut and join fabric with some accuracy • Read and follow recipes which involve several processes, skills and techniques	• Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills learnt to use different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good quality finish to the product • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. using ovens etc • Select appropriate ingredients and use a wide range of techniques to combine them	• 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 • Confidently plan a series of healthy meals based on the principles of a healthy and varied diet • Research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and skills

Evaluating processes and products (Evaluating)	• 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 and answering questions about what they have made and how they have gone about it	• 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	• Think about their ideas as they are making and be willing to change things to improve their work • Evaluate their product against their original design criteria, e.g. how well does it meet its intended purpose? • Disassemble and evaluate familiar products	• Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	• Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• Evaluate their products, identifying strengths and areas for development • Carry out appropriate tests to evaluate their products • Evaluate against their original criteria and suggest ways that their product could be improved
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