



Darley Dene Primary School - Design & Technology Progression

Intent: Our Design Technology curriculum aims to prepare children to deal with tomorrow's rapidly changing world. It enables all children to become independent, creative problem-solvers and thinkers who are encouraged to become innovators and risk takers in their learning. It enables them to identify needs and opportunities and respond to them by developing a range of ideas, and by designing and making products. We aim for children to have the opportunity to apply their DT skills in other disciplines such as mathematics, science, engineering, computing and art.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design - Developing, planning and communicating ideas.							
Explore how things work. Join different materials and explore different textures.	Talk about products that already exist and are familiar to them. Creates collaboratively sharing ideas, resources and skills. Discuss thoughts and ideas.	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.	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	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.	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	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, and	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 their work, choosing

	Think about resources that will be needed. E.g tape, glue, scissors, paint etc.	Model their ideas in card and paper. Develop their design ideas applying findings from their earlier research.	design and make. Identify simple design criteria. Make simple drawings and label parts.	Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.	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 design.	suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas.	appropriate materials, tools and techniques.
Make - Working with tools, equipment, materials and components to make quality products.							
Explore different materials freely, to develop their ideas about how to use them and what to make. Manipulate and play	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i>	Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use tools eg scissors and a	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.	Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate	Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment	Select appropriate tools, materials, components and techniques. Assemble components to make working models. Use tools safely and accurately.

<p>with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Uses simple tools and techniques safely (e.g. scissors)</p> <p>Choose resources independently for their chosen activity.</p> <p>Use tape or glue to join pieces together.</p> <p>Adapt work where necessary.</p> <p><i>Makes use of props and materials when role playing characters in narratives and stories</i></p>	<p>hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Mechanisms: Know about levers, sliders, wheels and axles</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment. Begin to use basic sewing techniques (running stitch over sewing or glue).</p> <p>Mechanisms: Select and begin to assemble levers, sliders, wheels and axles</p> <p>Choose and use appropriate finishing techniques.</p>	<p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use basic sewing techniques (running stitch over sewing)</p> <p>Use finishing techniques to strengthen</p>	<p>tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Use simple graphical communication techniques, for example cross-sectional diagrams, exploded diagrams showing components.</p> <p>Mechanisms: Know about movements of simple mechanisms</p>	<p>safely and accurately.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Mechanisms: Understand how systems such as cams, pulleys or gears create movements.</p> <p>Sew using a range of different stitches (running stitch, cross stitch, over sewing, back stitch or fastening), weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p>
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				and improve the appearance of their product using a range of equipment including ICT.	such as levers and linkages	Create simple patterns and appropriate decorations, eg applique.	
Cooking and Nutrition							
Make healthy choices about food and drink	<p>Eats a healthy range of foods and understands the need for variety in food.</p> <p>Use basic tools to cut, mix and shape. E.g cutters and whisk.</p> <p>Work safely and hygienically. Begins to develop a</p>	<p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Begin to select and use appropriate fruit and vegetables.</p> <p>Use simple finishing techniques to improve the appearance of their product .</p>	<p>Follow safe procedures for food safety and hygiene.</p> <p>Select and use appropriate fruit and vegetables, processes and tools. E.g. to peel, cut, grate, mx and mould foods (with close supervision)</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>Begin to peel, cut, grate, mix and mould.</p> <p>Combine different ingredients, personalising a recipe by changing an ingredient e.g adding fruit, vegetables, herbs or</p>	<p>Know how to peel, cut, grate, mix and mould and begin to cook (using toasters and microwaves with supervision)</p> <p>Begin to weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Adapt a recipe based on other examples. eg.</p>	<p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>Cut, mix, mould and begin to use hobs to heat food with</p>	<p>Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids) and adapt to improve the product.</p>

	vocabulary of food and tools needed when cooking.			cheese to bread.	selecting ingredients for a salad or dip.	appropriate supervision. Experiment with ingredients and then create a recipe based on other examples. eg. own Tudor Tarts	
Evaluate - Evaluating processes and products.							
	<i>Shares creations, explaining the process they have used</i> Talk about what has been made and the steps taken to achieve the outcome.	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	Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their product against original design criteria e.g. how well it meets 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 product identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels.

	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it.	Talk about their ideas, saying what they like and dislike about them				Evaluate against their original criteria and suggest ways that their product could be improved.
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Highlighted Text = Sonar Objectives

Italicized Text = ELGs