Tollesbury School

Belong Discover Achieve

Skills progression 2024/2025

Subject area: Design Technology

EYFS: Statutory Framework

Communication and Language: The development of children's spoken language underpins all seven areas of learning and development.

Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Physical; Development: Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Our curriculum is building on the skills learned in the Early Years.

I can select resources and adapt my work to create a piece of art, picture or model.
I can safely use and explore a variety of materials, tools and techniques.
I can experiment with colour, design, texture, form and function.
I can use what I have learned about media and materials in original ways thinking about it uses and purpose.
I can represent my own ideas through design, technology and art.
I can talk about features of my own work and of others.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas-designing	**Generating ideas-designing** I can design a product for a particular user based on simple design criteria. I can generate initial ideas and design	**Generating ideas-designing** I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.	**Generating ideas-designing** I can generate realistic ideas through discussion and design criteria for an appealing, functional product	**Generating ideas-designing** I can generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit	**Generating ideas-designing** I can generate innovative ideas through research including surveys, interviews and questionnaires and discussion with	**Generating ideas-designing** I can use research using surveys, interviews, questionnaires and web-based resources to develop a design

	criteria through own experiences. I can develop and communicate these ideas through talk and drawings and mock-ups where relevant.	I can design a product that has a purpose and is aimed at an intended user. I can develop, model and communicate my ideas through talking, mockups and labelled drawings and, where appropriate communication technology.	fit for purpose and specific user/s. I can use annotated sketches, prototypes, final product sketches, pattern pieces and communication technology, to develop and communicate ideas.	for purpose, aimed at particular individuals or groups. I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.	peers to develop a design brief and criteria for a design specification. I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. I can develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views, prototypes and, where appropriate, computer-aided design.	specification for a range of functional products. I can develop a simple design specification to guide the development of my ideas and products, taking account of constraints including time, resources and cost. I can generate and develop innovative ideas and share and clarify these through discussion. I can communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.
Skills- making	**Skills- making** I can select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking	**Skills- making** I can plan by suggesting what to do next. I can select and use tools, equipment, skills and techniques to	**Skills- making** I can plan the main stages of making. I can select from and use a range of appropriate utensils, tools and	**Skills- making** I can order the main stages of making. I can select and use appropriate tools to measure, mark out, cut, score, shape	**Skills- making** I can produce detailed lists of equipment and fabrics relevant to my tasks.	**Skills- making** I can formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.

	out, cutting, joining and finishing; cut, shape and join paper, card and fabric. I can select from a range of ingredients and materials according to their characteristics to create a chosen product.	perform practical tasks, explaining my choices. I can select materials, components, reclaimed materials and construction kits to build and create my products. I can use simple finishing techniques suitable for the products I am creating to improve the appearance.	equipment with safety and some accuracy related to my product. I can select from and use finishing techniques suitable for the product they are creating.	and combine with safety and some accuracy related to their products. I can explain my choice of materials according to functional properties and aesthetic qualities. I can select from and use materials and components, including ingredients, construction and electrical components according to their function and properties.	I can write a step-by-step plan, including a list of resources required. I can select from and use, a range of appropriate utensils, tools and equipment safely and accurately to measure and combine appropriate ingredients, materials and resources.	I can competently select from and use appropriate tools safely to accurately and precisely measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. I can use finishing and decorative techniques suitable for the product they are designing and making. I can develop a range of practical skills to join materials.
Skills- evaluating	**Skills- evaluating** I can taste, explore and evaluate a range of existing products to determine the intended user's preferences for the product. I can evaluate my ideas throughout and finished products	**Skills- evaluating** I can explore a range of existing products related to their design criteria. I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	**Skills- evaluating** I can investigate a range of 3-D textile products, ingredients and components relevant to my project. I can test my product against the original design	**Skills- evaluating** I can investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used. I can test and evaluate my own	**Skills- evaluating** I can investigate and analyse products linked to my final product. I can compare the final product to the original design specification and record the evaluations.	**Skills- evaluating** I can continually evaluate and modify the working features of the product to match the initial design specification. I can critically evaluate my products against my

	against design criteria, including intended user and purpose.		criteria and with the intended user. I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	products against design criteria and the intended user and purpose. I can evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. I can consider the views of others to improve my work. I can understand how key individuals in Design and Technology have helped shape the world.	design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. I can test the system to demonstrate its effectiveness for the intended user and purpose. I can understand how key events in D&T have helped shape the world.

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EYFS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structures	I can begin to measure and join materials, with some support. I can describe differences in materials. I can suggest ways to make material/product stronger.	I can measure materials. I can describe some different characteristics of materials. I can join materials. I can use joining, rolling or folding to make it stronger. I can use own ideas to try to make a product stronger, stiffer and more stable.	I can use appropriate materials. I can work safely and measure to make cuts and holes. I can join materials in different ways. I can develop my understanding of frame structures and how they can be strengthened and stiffened.	I can measure carefully to avoid mistakes. I can attempt to strengthen my product. I can continue working on my product even if the original didn't work.	I can select materials carefully, considering intended use of product and appearance. I can explain how a product meets design criteria. I can measure accurately enough to ensure precision. I can ensure the product is strong and fit for purpose. I can begin to reinforce and strengthen a 3D frame.	I can select materials carefully, considering intended use of the product, the aesthetics and functionality. I can explain how product meets design criteria. I can reinforce and strengthen a 3D frame. I can create strong, free standing structures.
Textiles	I can measure, cut and join textiles to make a product, with some support. I can choose suitable textiles.	I can measure and carefully cut textiles. I use a selection of techniques to join textiles together to	I can join textiles with an appropriate sewing technique (e.g running stitch and over-cast/whip stitch).		I can think about the use, user and aesthetics when choosing textiles. I can use my own template.	

	I can use a variety of joining techniques.	make a product and explain how I did it. I can explain choices of textile. I can use a running stitch.	I can choose textiles considering appearance and functionality. I can begin to understand that a simple fabric shape can be used to make a 3D textiles project. I can use appropriate finishing techniques to improve appearance (e.g. tie-dye, fabric paints)		I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. I can think about how to make a product strong and look better. I can make a prototype. I can use a range of stitches to join fabric (e,g running stitch, back stitch, over-cast/whip stitch and blanket stitch). I can think carefully about what would improve my product.	
Mechanisms and mechanical systems		I can use levers and sliders. I can use wheels and axles. I can suggest changes to my product.		I can select the most appropriate tools / techniques. I can explain alterations to my product after checking it.	I can refine a product after testing. I can become more confident about trying new / different ideas.	I can refine my product after testing, considering aesthetics, functionality and purpose. I am confident trying new / different ideas.

				I can become more confident about trying new / different ideas. I can use levers and linkage mechanisms to create movement. I can alter a product after checking, to make it better.	I can use cams to create movement.	I can use pulleys to create movement.
Electrical systems				I can use a simple series circuit in my product. I can begin to experiment with a parallel circuit. I can use a number of components in a circuit. I can incorporate a switch into my product.		I can use different types of circuits in a product (series and parallel). I can plan and use a switch of my own design in my product. I can think of ways in which adding a circuit would improve my product. I can apply my understanding of computing to program, monitor and control my product.

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EYFS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition	I can wash hands & clean surfaces. I can describe textures. I can say where some foods come from, (i.e. plant or animal). I can describe differences between some food groups (i.e. sweet, vegetable etc.) I can discuss how fruit and vegetables are healthy. I can think of interesting ways to decorate food. I can cut, peel and grate safely, with support.	I can explain hygiene and keep a hygienic work space. I can describe properties of ingredients and the importance of a varied diet. I can say with confidence where food comes from (animal, plant, underground etc.) I can describe how food is farmed, home-grown, caught. I can draw an eat well plate and explain there are groups of food. I can describe “five a day”. I can cut, peel, chop and grate with increasing confidence.	I can use equipment safely and hygienically. I can carefully select ingredients. I can think about how to grow plants to use in cooking. I can begin to understand seasonality. I can begin to understand food comes from UK and wider world. I can describe how healthy diet= variety/balance of food/drinks. I can explain how food and drink are needed for active/healthy bodies.	I can explain how to be safe/hygienic. I can understand ingredients can be fresh, pre-cooked or processed. I can begin to understand about food being grown, reared or caught in the UK or wider world. I can explain the importance of food and drink for active, healthy bodies. I can begin to describe how recipes can be adapted to change appearance, taste, texture, aroma. I can prepare and cook some dishes	I can explain how to be safe / hygienic and follow guidelines. I can begin to understand seasonality of global foods. I can taste and evaluate global foods. I can understand food can be grown, reared or caught in the UK and the wider world. I can explain how there are different substances in food / drink needed for health. I can understand that different diets around the world	I can explain seasonality of foods. I can taste and evaluate seasonal foods. I can learn about food processing methods. I can name some types of food that are grown, reared or caught in the UK or wider world. I can follow and adapt recipes to change appearance, taste, texture or aroma. I can describe some of the different substances in food and drink, and how they can affect health.

			I can prepare and cook some dishes safely and hygienically. I can make a product look attractive. I can grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing and spreading.	safely and hygienically. I can think about presenting a product in interesting/ attractive ways. I can use some of the following techniques: peeling, chopping, slicing, grating, squeezing, mixing, spreading, kneading and baking.	are based on the same food groups. I can describe how recipes can be adapted to change appearance, taste, texture, aroma. I can prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of a heat source. I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, boiling and frying.	I can prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of a heat source. I can use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, frying, boiling and baking.