



**Moorland Primary School – Progression of skills in Design Technology**

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	Create a design to meet simple design criteria.	Generate and communicate their ideas through a range of different methods	Develop design criteria to inform a design.  Describe how key events in design and technology have shaped the world.  Explain how an existing product benefits the user.	Use annotated sketches and exploded diagrams to test and communicate their ideas.  Create and complete a comparison table to compare two or more products.  Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.	Use pattern pieces and computer-aided design packages to design a product.  Explain the functionality and purpose of safety features.	Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.

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<b>Make</b>	Select the appropriate tool for a simple practical task.  Select and use a range of materials, beginning to explain their choices.  Follow the rules to keep safe during a practical task.	Select the appropriate tool for a task and explain their choice.  Explore how a structure can be made stronger, stiffer and more stable.  Add simple decorative embellishments.  Use different methods of joining fabrics, including glue and running stitch.	Use tools safely for cutting and joining materials and components.  Plan which materials will be needed for a task and explain why.  Create shell or frame structures using diagonal struts to strengthen them.	Select, name and use tools with adult supervision.  Choose from a range of materials, showing an understanding of their different characteristics  Create detailed decorative patterns on fabric using printing techniques.  Hand sew a hem or seam using a running stitch.	Name and select increasingly appropriate tools for a task and use them safely  Select and combine materials with precision.  Describe the social influence of a significant designer or inventor.	Choose the best materials for a task, showing an understanding of their working characteristics.  Pin and tack fabrics in preparation for sewing and more complex pattern work.



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<b>Evaluate</b>	<p>Describe the similarities and differences between two products.</p> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Describe why a product is important.</p>	<p>Compare different or the same products from the same or different brands.</p> <p>Explain how closely their finished products meet their design criteria and say what they could do better in the future</p> <p>Explain why a designer or inventor is important.</p> <p>Explain how an everyday product could be improved.</p>	<p>Explain the similarities and difference between the work of two designers.</p> <p>Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p>	<p>Investigate and identify the design features of a familiar product.</p> <p>Explain how and why a significant designer or inventor shaped the world.</p> <p>Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>	<p>Explain how the design of a product has been influenced by the culture or society in which it was designed or made.</p> <p>Survey users in a range of focus groups and compare results.</p> <p>Test and evaluate products against a detailed design specification and make adaptations as they develop the product.</p>	<p>Create a detailed comparative report about two or more products or inventions.</p> <p>Analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others</p> <p>Present a detailed account of the significance of a favourite designer or inventor.</p>

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<b>Technical knowledge</b>	<p>Construct simple structures, models or other products using a range of materials.</p> <p>Name and explore a range of everyday products and describe how they are used.</p>	<p>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</p> <p>Work safely and hygienically in construction and cooking activities.</p> <p>Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</p>	<p>Use appliances safely with adult supervision.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p>	<p>Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.</p>	<p>Build a framework using a range of materials to support mechanisms.</p> <p>Use mechanical systems in their products, such as pneumatics.</p>	<p>Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.</p> <p>Select appropriate tools for a task and then use them safely and precisely.</p> <p>Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p>



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<b>Cooking &amp; Nutrition</b>	<p>Sort foods into groups by whether they are from an animal or plant source.</p> <p>Select healthy ingredients for a fruit or vegetable salad.</p> <p>Measure and weigh food items using non-standard measures, such as spoons and cups.</p>	<p>Identify the origin of some common foods.</p> <p>Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.</p> <p>Prepare ingredients by peeling, grating, chopping and slicing.</p>	<p>Identify and name foods that are produced in different places.</p> <p>Identify and name foods that are produced in different places.</p> <p>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</p> <p>Prepare and cook a simple savoury dish.</p>	<p>Identify and name foods that are produced in different places in the UK and beyond.</p> <p>Design a healthy snack or packed lunch and explain why it is healthy.</p> <p>Identify and use a range of cooking techniques to prepare a simple meal or snack.</p>	<p>Describe what seasonality means and explain some of the reasons why it is beneficial.</p> <p>Evaluate meals and consider if they contribute towards a balanced diet.</p> <p>Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.</p>	<p>Explain how organic produce is grown.</p> <p>Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet.</p> <p>Follow a recipe that requires a variety of techniques and source the necessary ingredients independently</p>



Early years Design skills overview

<b>Development Matters (3-4 year olds)</b>	<b>Development Matters (Reception children)</b>	<b>ELG</b>
<p><i>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i></p>	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p>	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p>