

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Design & Technology – Progression of skills in school phases

	Design
EYFS	Ask and answer questions about the starting points for their work
	Design with a purpose in mind through mark making including the use of technology.
	Begin to use the language involved in designing and making
	Learn about planning and adapting ideas to make them better
Year 1 / 2	Use their knowledge of existing products and their own experience to help generate their ideas linked to simple design criteria
	Design products that have a purpose and are aimed at an intended user
	Describe what their products are for and how they will work.
	Develop and communicate ideas by talking & drawing (where appropriate use ICT to support)
	Plan and test ideas using templates and mock-ups
Year 3 / 4	Use their knowledge of a broad range of existing products to help generate their ideas linked to simple design criteria
	Gather information about the needs and wants of particular individuals and groups and use these to develop own design criteria.
	Design realistic and appealing products with a clear purpose aimed at a specific user (computer aided design where possible).
	Explain how particular parts of their products work and begin to explain choice of materials and components
	Use annotated sketches and cross-sectional drawings to develop and communicate their ideas
	Test ideas out through using prototypes and pattern pieces.
Year 5 / 6	Use research to design products that have a clear purpose and indicate the design features that will appeal to the intended user
	Develop a simple design specification to guide their thinking
	Use annotated sketches, cross-sectional drawings & exploded diagrams (possibly CAD) to develop and communicate their ideas
	Generate a range of design ideas and clearly communicate final designs, explaining how particular parts of their products work
	Consider the availability and costings of resources when planning out designs

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Design & Technology – Progression of skills in school phases

Make	
EYFS	Begin to make their designs
	Begin to build structures, exploring how they can be made stronger, stiffer and more stable
	With help mark out, cut and shape a range of materials
	Fold, cut, tear paper and card
	Explore using tools safely
	Begin to assemble, join and combine materials and components together
	Construct with a purpose in mind
Year 1 / 2	With support, follow a simple plan or recipe
	Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer
	Select from a range of materials, textiles and components according to their characteristics
	Follow procedures for safety and hygiene
	With help, measure and mark out
	Cut, shape and score materials with some accuracy
	Assemble, join and combine materials, components or ingredients
	Use a basic running stitch
Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Design & Technology – Progression of skills in school phases

Year 3 / 4	With growing confidence, carefully select from a range of tools and equipment, explaining their choices
	Order the main stages of making
	Select from a range of materials and components according to their functional properties and aesthetic qualities
	Use a wider range of materials and components eg construction materials and kits, textiles and mechanical & electrical components
	With growing independence, measure and mark out to the nearest cm and millimetre
	Cut, shape and score materials with some degree of accuracy
	Assemble, join and combine material and components with some degree of accuracy
	Learn and practice a range of stitches for sewing
	Begin to select and use finishing techniques to improve the appearance of a product
	Follow procedures for safety and hygiene
Year 5 / 6	Independently plan by suggesting what to do next
	With growing confidence, select from a wide range of tools and equipment, explaining their choices
	Select from a range of materials and components according to their functional properties and aesthetic qualities
	Create step-by-step plans as a guide to making
	Independently take exact measurements and mark out, to within 1 millimetre
	Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components
	Cut a range of materials with precision and accuracy
	Shape and score materials with precision and accuracy
	Assemble, join and combine materials and components with accuracy
	Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch
	Refine the finish using techniques to improve the appearance of their product

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Design & Technology – Progression of skills in school phases

	Evaluate
EYFS	Say what they like and don't like about their product and explain why
	Identify what they might change in their product or develop in their future work
	Begin to talk about changes made during the making process
Year 1 / 2	Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations
	Talk about their design ideas and what they are making
	As they work, start to identify strengths and possible changes they might make to refine their existing design
	Evaluate their products and ideas against their simple design criteria
Year 3 / 4	Explore and evaluate existing products, explain the purpose of the product, <i>by whom and when it was designed, sustainability</i> and whether it is designed well to meet the intended purpose
	Explore what materials/ingredients products are made from and suggest reasons for this
	Consider their design criteria as they make progress and be willing to alter their plans
	Evaluate their product against their original design criteria
Year 5 / 6	Complete detailed competitor analysis of other products on the market (including how much products cost to make, how innovative they are, how sustainable the materials are)
	Investigate and analyse what impact products have beyond their intended purpose
	Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make
	Evaluate their ideas and products against the original design criteria, making changes as needed

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Design & Technology – Progression of skills in school phases

	Technical knowledge
EYFS	Explore how to make their structures stronger, stiffer and more stable
Year 1 / 2	Build simple structures, exploring how they can be made stronger, stiffer and more stable
	Talk about and start to understand the simple working characteristics of materials and components
	Explore and create products using mechanisms, such as levers, sliders and wheels
Year 3 / 4	Understand that materials have both functional properties and aesthetic qualities
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in their products
	Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products
	Use mechanical systems in their products (such as levers & linkages) to create movement
Year 5 / 6	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to improve characteristics of products
	Understand and demonstrate that mechanical and electrical systems have an input, process and output
	Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products
	Apply their understanding of computing to program, monitor and control a product