Progression of Knowledge, Skills and Vocabulary in Design and Technology

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing planning and communicating ideas	- Constructs with a purpose in mind. - Talk about what they are going to make. - Model ideas using different **materials**.	- 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. - **Model** their **ideas** in card and paper. - Develop their design ideas applying findings from their **research**.	- 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. - Identify simple **design criteria**. - 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**.	- 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 **materials**, **equipment** and **processes**, and suggesting alternative methods of making, if the first attempts fail. - **Evaluate** products and identify criteria that can be used.	- Generate ideas through **brainstorming** and identify a purpose for their product. - Draw up a specification for their design. - Develop a clear plan including how to use **materials**, **equipment** and **processes**, and suggesting alternative methods of making if the first attempts fail. - Use results of **investigations**, **information sources**, including ICT when developing 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**.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Working with tools, equipment, materials and components to make quality products including food	- Manipulate **materials** to achieve a planned effect. - Use simple **tools** and techniques competently and appropriately. - Join **materials** with different tools and techniques. Use tools **safely**. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	- Make their design using appropriate **techniques**. - With help **measure**, **mark out**, **cut** and **shape** a range of materials. - Use tools *eg scissors and a hole punch* safely. - **Assemble**, **join** and **combine** materials and components together using a variety of temporary methods e.g. glues or masking tape. - Select and use appropriate **fruit** and **vegetables**, **processes** and **tools**. - Use basic food **handling**, **hygienic practices** and **personal hygiene**. - Use simple **finishing techniques** to improve the **appearance**.	- Begin to select **tools** and **materials**; use vocab' 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**. Use basic **sewing** techniques. - 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. - Think about their ideas as they make progress and be willing change things if this helps them improve their work. - **Measure, tape or pin, cut and join** fabric with some accuracy. - Demonstrate **hygienic** food **preparation** and **storage**. - Use **finishing techniques** that strengthen and improve the **appearance** of their product.	- 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 **temporary and permanent** ways. - Sew using a range of different stitches, **weave and knit**. - **Measure, tape or pin, cut and join** fabric with some accuracy. - Use simple **graphical communication** techniques.	- Select appropriate materials, tools and techniques. - **Measure and mark out accurately**. - Use skills in using different tools and equipment **safely** and **accurately**. - **Weigh** and **measure** accurately. - Apply the rules for basic food **hygiene** and other **safe practices** *e.g. hazards relating to the use of ovens.* - Cut and join with accuracy to ensure a good-quality **finish** to the product.	- Select appropriate **tools**, **materials**, **components** and **techniques**. - **Assemble** components 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 create a product. - Achieve a quality product.
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Evaluating processes and products	- Adapts work where necessary during making process. - Talk about objects and how they	- **Evaluate** their product by **discussing** how well it works in relation to the **purpose**	- **Evaluate** against their **design criteria**. - Evaluate their products as they are **developed**,	- **Evaluate** their product against **original design criteria** *e.g. how well it meets its* ***intended purpose***.	- **Evaluate** their work both during and at the end of the **assignment**. - Evaluate their products carrying	- **Evaluate** a product against the **original design specification**. - Evaluate it **personally** and	- **Evaluate** their products, **identifying** strengths and **areas** for **development**, and

	work, and their **designs**. - Share their creations, explaining the process they have used;	- Evaluate their products as they are developed, identifying **strengths** and possible **changes** they might make - Evaluate their product by asking questions about what they have made and how they have gone about it.	**identifying strengths** and possible changes they might make. - Talk about their ideas, saying what they like and dislike about them.	- **Disassemble** and evaluate **familiar** products.	out **appropriate tests**.	seek evaluation from others.	carrying out **appropriate tests**. - **Record** their evaluations using drawings with labels. - Evaluate against their **original criteria** and suggest ways that their product could be improved.