



East Ravendale CE Primary School - DT Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<ul style="list-style-type: none"> *Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design *Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<ul style="list-style-type: none"> *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 earlier research 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 when designing 	<ul style="list-style-type: none"> *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 for their own designs 	<ul style="list-style-type: none"> *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 suggesting alternative methods of making if the first attempts fail *Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> *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
Working with tools, equipment, materials and components to make quality products (incl. food)	<ul style="list-style-type: none"> *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose 	<ul style="list-style-type: none"> *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 of their product 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 to 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 to strengthen and improve the appearance of their product using a range of equipment including IC 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 (time, dry ingredients, liquids) *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 	<ul style="list-style-type: none"> *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
Evaluating processes and products	<ul style="list-style-type: none"> *Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys *Describe textures 	<ul style="list-style-type: none"> *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 changes they might make *Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> *Evaluate against their design criteria *Evaluate their products as they are developed, identifying strengths and possible changes they might make *Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> *Evaluate their product against original design criteria e.g. how well it meets its intended purpose *Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> *Evaluate their work both during and at the end of the assignment *Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> *Evaluate a product against the original design specification *Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> *Evaluate their products, identifying strengths and areas for development, and 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