Progression Skills in Design Technology .

	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	DPC1. With growing confidence generate ideas for an item, considering its purpose and the user/s. DPC3. start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. DPC4. Know to make drawings with labels when designing. DPC5. When planning explain their choice of materials and components including function and aesthetics DPC7. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	DPC2. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Identify the strengths and areas for development in their ideas and products. DPC3. Confidently make labelled drawings from different views showing specific features. DPC4. When planning explain their choice of materials and components according to function and aesthetic. DPC5. Consider your group and audience. DPC6. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	DPC1. Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. DPC2.Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. DPC3. Draw up a specification for their design- link with Mathematics and Science. DPC4 With growing confidence select appropriate materials, tools and techniques. DPC5. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.	DPC1. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and pattern pieces. DPC2. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. DPC3. Identify the strengths and areas for development in their ideas and products. DPC4. Draw up a specification for their design- link with Mathematics and Science. DPC5. Plan the order of their work, choosing appropriate materials, tools and techniques. DPC6. Suggest alternative methods of making if the first attempts fail.

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Working with tools, equipment, materials and components to make quality products.	WT1, Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components. WT2. Start to work safely and accurately with a range of simple tools. WT3. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. WT4. Measure, mark out, cut, score and assemble components with more accuracy. **WT5. Start to understand that mechanical systems such as levers and linkages to create movement.** **WT6. Start to understand that mechanical systems have an input, process and output.** WT8. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.	WT1. Select a wider range of tools and techniques for making their product safely. WT2. Start to join and combine materials and components accurately in temporary and permanent ways. WT3. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques **WT4. Know how mechanical systems such as cams or pulleys or gears create movement.** **WT5. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.** **WT6. Weaving** . WT7. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.	WT1. Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. WT2. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. WT3. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product. WT4. Begin to measure and mark out more accurately. WT5. Weigh and measure accurately (time, dry ingredients, liquids). WT6. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. **WT7. With confidence pin, sew and stitch materials together to create a product.** **WT8. Understand how mechanical systems such as cams or pulleys or gears create movement.**	WT1. Confidently select appropriate tools, materials, components and techniques and use them. WT2. Use tools safely and accurately. WT3. Assemble components to make working models. WT4. Aim to make and to achieve a quality product. WT5. Demonstrate when make modifications as they go along. WT6. Construct products using permanent joining techniques. WT7. Know how to reinforce and strengthen a 3D framework. **WT8. Understand how mechanical systems such as cams or pulleys or gears create movement.** **WT9. Understand that mechanical and electrical systems have an input, process and output.** W20 know how to programme a commuter to make changes and control and product.

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Evaluating processes and products	E1. Start to evaluate their product against original design criteria *e.g. how well it meets its intended purpose* E2. Evaluate how the key designs of individuals in design and technology have helped shape the world.	E1. Start to evaluate their product against original design criteria *e.g. how well it meets its intended purpose* E2. Start to evaluate their work both during and at the end of the assignment. E4. Evaluate the key designs of individuals in design and technology has helped shape the world.	E1. Start to evaluate a product against the original design specification and by carrying out tests. E2. Evaluate their work both during and at the end of the assignment. E3. Begin to evaluate it personally and seek evaluation from others. E4. Evaluate the key designs of individuals in design and technology has helped shape the world.	E1. Evaluate their products, identifying strengths & areas for development, and carrying out appropriate tests. E2. Evaluate their work both during and at the end of the assignment. E3. Record their evaluations using drawings with labels. E4. Evaluate against their original criteria and suggest ways that their product could be improved. E5. Evaluate the key designs of individuals in design and technology has helped shape the world.

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Food and Nutrition	FN1. Start to know that food is grown (such as wheat, tomatoes and potatoes), reared (such as chickens, pigs and cattle) and caught (fish) in the UK, Europe and the wider world. FN2. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in *'The Eat Well plate' FN3. Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. FN4. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. FN5. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	FN1. Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs and cattle) and caught (fish) in the UK, Europe and the wider world. FN2. Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in *'The Eat Well plate' FN3. Know that to be active and healthy, food and drink are needed to provide energy for the body. FN4. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. FN5. Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	FN1. Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs and cattle) and caught (fish) in the UK, Europe and the wider world. FN2. Understand how food is processed into ingredients that can be eaten or used in cooking. FN3. Begin to understand that seasons may affect the food available. FN4. Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health FN5. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. FN6. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	FN1. Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (fish) in the UK, Europe and the wider world. FN2. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. FN3. Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health. FN4. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. FN5. Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

* https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ https://www.gov.uk/government/publications/the-eatwell-guide

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

DT Projects	Y1	Y2	Y3	Y4	Y5	Y6
D&T project 1	Sliding picture to illustrate own dinosaur story. (sliding mechanism Christmas card, magnet moving picture Fairy-tale/Everyday materials)	Sewing mini beasts/ Christmas decoration.	Shaduf Lever system- **Egyptians**	Lost thing- cams and axles – moving aliens and creatures. **There no place like home**	Sea creature- sew and stitch fish and creatures from the ocean	**WW2**- WW2 shelters
D&T project 2	Cardboard Play Building – make own playhouse /garage/shop for small world play at home.	Build a vehicle using axle and wheels.	Build catapult – **Romans**	Weaving- creating their own weaving – **Vikings**	Sled for pulling across **Antarctica**	Moving animals using cams and pulleys- **Plastic not fantastic.**
Food Project	Egg & cress sandwiches, grated cheese & cucumber sandwiches (Tiger Who Came to Tea) Smoothies (Beach Café food)	Fruit Kebab	Link to science – healthy food place – children plan a dish that includes everything from the plate.	Anglo Saxon bread – **smashing Saxons** Kazakhstan stew- **tales told in tents.**	Tudor Stew	**Kensukes kingdom**- dish linked to the Michael Morpurgo book
Additional	T1 Junk modelling a space rocket/space craft T2 shadow puppets, christmas decorations T4 cardboard & paper mini-projects, joining techniques Tower/bridge building Construction toys/materials all year round.			Ancient Greek- pillars Clay pots/ Mod rock vases		Christmas fair food to sell