Whole-School Design Technology Progression Map

	EYFS	KS1		KS2			
	Playgroup **Nursery** **Reception** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Developing, planning, and communicating ideas.	Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different texture • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills -Safely use and explore a variety of	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	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 when designing	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	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	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

	materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used						

| **Working with tools, equipment, materials and components to make quality products (inc food)** | Explore different materials, using all their senses to investigate them. Explore different materials freely, to develop their ideas about how to use them and what to make. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; | Make their design using appropriate techniques

With help measure, mark out, cut and shape a range of materials

Use tools eg scissors and a holepunch 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 | 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 strengthen and improve the appearance of their product using a range of equipment including ICT | 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 (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-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 |
| **Processes and ...ucts** | | Evaluate their product by discussing how well it works in relation to the purpose | Evaluate against their design criteria

Evaluate their | Evaluate their product against original design criteria e.g. how well it meets its | Evaluate their work both during and at the end of the assignment. | Evaluate a product against the original design specification | Evaluate their products, identifying strengths and areas for development, |

		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	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	intended purpose. Disassemble and evaluate familiar products	Evaluate their products carrying out appropriate tests	Evaluate it personally and seek evaluation from others	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