



EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design</p> <p>ELG:</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; 	<p>Developing, planning and communicating ideas.</p>	<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas</p> <p>Change their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's Experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Use simple drawings and label parts</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>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</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>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</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>
		See Computing					
	<p>Working with tools, equipment, materials and</p>	<p>Make their design using appropriate techniques</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Select tools and techniques for making their product</p>	<p>Select appropriate tools and techniques for making their</p>	<p>Select appropriate materials, tools and techniques</p>	<p>Select appropriate tools, materials, components and techniques</p>

	<p>components to make quality products (inc-food)</p>	<p>With help measure, mark out, cut and shape a range of materials Use tools e.g. scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>Measure and cut with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a product – weaving in Art and Design</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p>	<p>Measure, mark out, cut and assemble components with more accuracy Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use a basic sewing technique</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>
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		See Art and Design – Weaving		See Art and Design – Sewing			
	Evaluating processes and products	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 Explain likes and dislikes of existing products	Evaluate against a simple 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 Evaluate existing products	Evaluate their product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate existing and familiar products and use this to inform their product design	Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests	Evaluate a product against the original design specification using appropriate tests Evaluate it personally and seek evaluation from others	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to inform a new design Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved

During Design and Technology lessons, pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Some of the Design and Technology knowledge and skills are taught and evidenced in other subjects.

Design Technology Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To know how to use research to design a product</p> <p>To know how to cut a straight or curved line</p> <p>To know how to join two pieces of card</p> <p>To know ways to strength their product</p> <p>To explain if my product is useful</p> <p>To know how to use resources / equipment appropriately</p> <p>To explain what went well when designing my product and after I have made it</p> <p>To explain my plan and list the resources I need</p> <p>To say who my product is for</p>	<p>To know how to sketch a design</p> <p>To know what purpose means</p> <p>To know how to identify the purpose of my product</p> <p>To explain what materials will be most efficient for what I am going to make</p> <p>To know how to test and evaluate a range of resources and make possible changes</p> <p>To know the correct vocabulary for the tools and materials I am going to use to make my product</p> <p>To know how to join fabric with glue and how to strength it</p> <p>To know what a design criteria is</p> <p>To know simple food safety procedures</p> <p>To know all food comes from plants or animals</p> <p>To know that food must be farmed,</p>	<p>To know what an audience is when designing a product</p> <p>To know how to plan the order I need to work in</p> <p>To know some design ideas</p> <p>To communicate design proposals by modelling ideas</p> <p>To know how to make detailed drawings with labels</p> <p>To explain what a healthy balance diet is</p> <p>To know that everyone should eat 5 portions of fruit and vegetables a day</p> <p>To know which foods are in the main food groups</p> <p>To demonstrate simple food hygiene preparation</p> <p>To use ICT to design a box and label for my product</p> <p>To create an advert for my product using ICT</p> <p>To know why evaluating my product is important</p> <p>To know how to</p>	<p>To be able to generate ideas and write the purposes for my designs</p> <p>To know that making labelled drawings from different views, sharing specific features and details are part of the planning process</p> <p>To know how to plan how to make the item of clothing using equipment and process details</p> <p>To have an awareness of alternative methods</p> <p>To know how to evaluate products and identify criteria that can be used for own design</p> <p>To know the appropriate tools and techniques to make my product</p> <p>To know how to measure, mark out, cut and shape a range of materials, tools and a range od</p>	<p>To know which tools to use for specific products using research to clarify</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and monitors</p> <p>To apply their understanding of computing to program, monitor and control their products</p> <p>To know the materials and components needed for a product, including construction materials, textiles, according to their functional properties and aesthetic qualities</p>	<p>To know which tools to use for specific products with support</p> <p>To understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkage</p> <p>To understand how key events and individuals in DT have helped shaped the world</p> <p>To know how carrying out research, using surveys, interviews, questionnaires and web-based resources can be used to create products and how to use this research to target a specific group of people.</p> <p>To identify the needs, wants, preferences and values of particular individuals and groups. To know how to develop a simple design specification to guide their thinking</p>

		<p>To know how simple mechanisms in their products move such as levers, sliders, wheels and axles</p> <p>To explain how freestanding structures can be made stronger, stiffer and more stable.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To explain how to prepare simple the dishes they have planned.</p> <p>To explain some simple hygiene rules when preparing food.</p>	<p>grown elsewhere (e.g. home) or caught.</p> <p>To name and sort foods into groups they are going to use.</p> <p>To explain how to prepare simple the dishes they have planned safely and hygienically.</p> <p>To know how to use techniques such as cutting.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>compare different products and evaluate based on taste and appearance</p> <p>To recall the main order of making products</p> <p>To be able to talk about the designing cycle</p>	<p>techniques</p> <p>To know how to join and combine materials in temporary and permanent ways</p> <p>To name a range stitches in my product</p> <p>To know how to evaluate my product against a design criteria</p> <p>To know how to evaluate during and at the end</p> <p>To know how to plan and carry out appropriate tests to evaluate my product</p>	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups</p>	
		See Computing and Art and Design – Weaving		See Computing and Art and Design – Sewing			

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