St George's C of E Primary School- Progression of Knowledge and Skills in DT.

Strand	Reception	Year 1	Year 2
Design	➢ I can talk about what I want to make and say what it is for. ➢ I can share my ideas using drawings, models or talk. ➢ I can choose my own ideas when designing something. ➢ I can talk about what I like or dislike about existing product	➢ I can use my own design ideas to make something. ➢ I can describe how something works. ➢ I can explain to someone else how I want to make my product. ➢ I can make a simple plan before making.	➢ I can think of an idea and plan what to do next. ➢ Design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ Pupils generate mock ups as part of the design process and where appropriate use ICT.
Make	➢ I can use a range of tools and materials safely (e.g. scissors, glue, construction kits). ➢ I can join materials together in different ways (e.g. sticking, taping, slotting). ➢ I can choose resources and materials to make my idea. ➢ I can adapt my work as I am making it.	➢ I can make a product which moves. ➢ I can choose appropriate resources and tools	➢ I can choose tools and materials and explain why I have chosen them. ➢ I can join materials and components in different ways. ➢ I can measure materials to use in a model or structure.
Evaluate	➢ I can talk about my finished product. ➢ I can say what went well and what I would change next time. ➢ I can listen to what others think about my work.	➢ Explore and evaluate a range of existing products ➢ Evaluate their ideas and products against design criteria	➢ -I can explain what went well with my work. ➢ -I can explain why I have chosen specific textiles ➢ -Explore and evaluate a range of existing products ➢ -Evaluate their ideas and products against design criteria
Technical Knowledge	➢ I can explore how things move (e.g. wheels, sliders, simple joins). ➢ I can make simple structures that stand up. ➢ I can explore how to make my model stronger.	➢ I can make my model stronger, stiffer and more stable	➢ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition	➢ I can help to prepare simple foods safely and hygienically. ➢ I can talk about the foods I am using. ➢ I can begin to understand that some foods are healthy. ➢ I can talk about where some food comes from.	➢ I can cut food safely. ➢ Use the basic principles of a healthy and varied diet to prepare dishes ➢ Understand where food comes from.	➢ I can describe the ingredients I am using. ➢ Use the basic principles of a healthy and varied diet to prepare dishes ➢ Understand where food comes from.

Strand	Year 3	Year 4	Year 5	Year 6
Design	➢ I can prove that my design meets some set criteria. ➢ I can design a product and make sure that it looks attractive. ➢ I can choose a textile for both its suitability and its appearance. ➢ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ➢ Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design	➢ I can use ideas from other people when I am designing. ➢ I can produce a plan and explain it. ➢ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ➢ Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design	➢ I can come up with a range of ideas after collecting information from different sources. ➢ I can produce a detailed, step-by-step plan. ➢ I can suggest alternative plans; outlining the positive features and draw backs. ➢ I can explain how a product will appeal to a specific audience. ➢ I can make a prototype before make a final version. ➢ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ➢ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	➢ I can use market research to inform my plans and ideas. ➢ I can follow and refine my plans. ➢ I can justify my plans in a convincing way. ➢ I can show that I consider culture and society in my plans and designs. ➢ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ➢ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make	➢ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ➢ Select from and use a wider range of materials and components, including construction materials and textiles	➢ I can present a product in an interesting way. ➢ I can measure accurately. ➢ I can persevere and adapt my work when my original ideas do not work. ➢ Select from and use a wider range of materials and components, including construction materials and textiles	➢ I can use a range of tools and equipment competently. ➢ Select from and use a wider range of materials and components, including construction materials, and textiles, according to their functional properties and aesthetic qualities	➢ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ➢ Select from and use a wider range of materials and components, including construction materials, and textiles, according to their functional properties and aesthetic qualities
Evaluate	➢ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	➢ I can evaluate and suggest improvements for my designs. ➢ I can evaluate products for both their purpose and appearance. ➢ I can explain how I have improved my original design.	➢ I can evaluate appearance and function against original criteria. ➢ Understand how key events and individuals in design and technology have helped shape the world	➢ I show that I can test and evaluate my products. ➢ I can evaluate my product against clear criteria. ➢ Understand how key events and individuals in design and technology have helped shape the world
Technical Knowledge	➢ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures ➢ Apply their understanding of computing to program, monitor and control their products (Computing link).	➢ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ➢ Apply their understanding of computing to program, monitor and control their products (Computing link).	➢ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ➢ Apply their understanding of computing to program, monitor and control their products.	➢ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ➢ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (Electricity) ➢ Apply their understanding of computing to program, monitor and control their products (Computing link).

Cooking and Nutrition	➢ I can describe how food ingredients come together. ➢ Understand and apply the principles of a healthy and varied diet ➢ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ➢ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	➢ I know how to be both hygienic and safe when using food. ➢ Understand and apply the principles of a healthy and varied diet ➢ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ➢ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	➢ I show that I can be both hygienic and safe in the kitchen. ➢ Understand and apply the principles of a healthy and varied diet ➢ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ➢ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	➢ I can explain how products should be stored and give reasons. ➢ I can work within a budget. ➢ Understand and apply the principles of a healthy and varied diet ➢ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ➢ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.