



Design and Technology Long Term Plan – Progression of Skills



Skill	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Design	<p>I can explore how things work</p> <p>I can use and explore various construction materials and other resources to construct with a purpose in mind</p> <p>I can use simple tools and techniques competently and appropriately, to shape, assemble and join materials.</p> <p>I can adapt work where necessary</p>	<p>I can draw on my own experience to help generate ideas</p> <p>I can suggest ideas and explain what I am going to do</p> <p>I can identify a target group for what I intend to design and make</p> <p>I can model my ideas in card and paper</p> <p>I can develop my design ideas applying findings from my earlier research</p>	<p>I can generate ideas by drawing on my own and other people's experiences</p> <p>I can develop my design ideas through discussion, observation, drawing and modelling</p> <p>I can identify a purpose for what I intend to design and make</p> <p>I can identify simple design criteria</p> <p>I can make simple drawings and label parts</p>	<p>I can generate ideas for an item, considering its purpose and the user/s</p> <p>I can identify a purpose and establish criteria for a successful product.</p> <p>I can plan the order of my work before starting</p> <p>I can explore, develop and communicate design proposals by modelling ideas</p> <p>I can make drawings with labels when designing</p>	<p>I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p> <p>I can 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>I can evaluate products and identify criteria that can be used for my designs</p>	<p>I can generate ideas through brainstorming and identify a purpose for my product</p> <p>I can draw up a specification for my design</p> <p>I can 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>I can use results of investigations, information sources, including ICT when developing design ideas</p>	<p>I can communicate my ideas through detailed labelled drawings</p> <p>I can develop a design specification</p> <p>I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways</p> <p>I can plan the order of my work, choosing appropriate materials, tools and resources</p>	

<p>Make</p>	<p>I can represent my own ideas, thoughts and feelings through design and technology</p> <p>I can explain what I am making</p> <p>I can select tools and equipment to cut, shape, join and finish</p> <p>I can choose the appropriate materials and explain my choices</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>I can make my design using appropriate techniques</p> <p>I can with help measure, mark out, cut and shape a range of materials</p> <p>I can use tools <i>eg scissors and a hole punch</i> safely</p> <p>I can assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>I can select and use appropriate fruit and vegetables, processes and tools</p> <p>I can use basic food handling, hygienic practices and personal hygiene</p> <p>I can use simple finishing techniques to improve the appearance of my product</p>	<p>I can begin to select tools and materials and use vocab' to name and describe them</p> <p>I can measure, cut and score with some accuracy</p> <p>I can use hand tools safely and appropriately</p> <p>I can assemble, join and combine materials in order to make a product</p> <p>I can cut, shape and join fabric to make a simple item and use basic sewing techniques</p> <p>I can follow safe procedures for food safety and hygiene</p> <p>I can choose and use appropriate finishing techniques</p>	<p>I can select tools and techniques for making my product</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy</p> <p>I can work safely and accurately with a range of simple tools</p> <p>I can think about my ideas as I make progress and be willing to change things if this helps to improve my work</p> <p>I can measure, tape or pin, cut and join fabric with some accuracy</p> <p>I can demonstrate hygienic food preparation and storage</p> <p>I can use finishing techniques to strengthen and improve the appearance of my product using a range of</p>	<p>I can select appropriate tools and techniques for making my product</p> <p>I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>I can join and combine materials and components accurately in temporary and permanent ways</p> <p>I can sew using a range of different stitches, weave and knit</p> <p>I can measure, tape or pin, cut and join fabric with some accuracy</p> <p>I can use simple graphical communication techniques</p>	<p>I can select appropriate materials, tools and techniques</p> <p>I can measure and mark out accurately</p> <p>I can develop my skills in using different tools and equipment safely and accurately</p> <p>I can weigh and measure accurately (time, dry ingredients, liquids)</p> <p>I can apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i></p> <p>I can cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>I can select appropriate tools, materials, components and techniques</p> <p>I can assemble components to make working models</p> <p>I can use tools safely and accurately</p> <p>I can construct products using permanent joining techniques</p> <p>I can make modifications as I go along</p> <p>I can pin, sew and stitch materials together to create a product</p> <p>I can achieve a quality product</p>
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				equipment including ICT			
Evaluate	<p>I can talk about my own work</p> <p>I can talk about existing products and begin to suggest why some materials or features could have been used</p>	<p>I can evaluate my product by discussing how well it works in relation to the purpose</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</p> <p>I can evaluate my product by asking questions about what I have made and how I have gone about it</p>	<p>I can evaluate my product against my design criteria</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</p> <p>I can talk about my ideas, saying what I like and dislike about them</p>	<p>I can evaluate my product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>I can disassemble and evaluate familiar products</p>	<p>I can evaluate my work both during and at the end of the assignment</p> <p>I can evaluate my products carrying out appropriate tests</p>	<p>I can evaluate a product against the original design specification</p> <p>I can evaluate it personally and seek evaluation from others</p>	<p>I can evaluate my products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>I can record my evaluations using drawings with labels</p> <p>I can evaluate against my original criteria and suggest ways that my product could be improved</p>
Mechanisms	<p>I can handle a range of tools and equipment e.g. scissors, hole punch, stapler, rolling pins, pastry cutters</p> <p>I can select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>I can explore and use mechanisms [sliders and levers], in my products</p>	<p>I can explore and use mechanisms [sliders and levers], in my products</p>	<p>I can start to understand that mechanical and electrical systems have an input, process and output</p> <p>I can start to understand that mechanical systems such as levers and linkages create movement</p>	<p>I can start to understand that mechanical and electrical systems have an input, process and output</p> <p>I can start to understand that mechanical systems such as simple circuits and switches</p>	<p>I can understand how mechanical systems such as cams or pulleys or gears create movement</p> <p>I can recognise how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes</p>	<p>I can understand that mechanical and electrical systems have an input, process and output</p> <p>I can recognise that more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes</p>

						in the environment and control my products	in the environment and control my products I can understand how mechanical systems such as cams or pulleys or gears create movement.
Structures	<p>I can manipulate materials to achieve a planned effect</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can simple tools and techniques competently and appropriately</p> <p>I can select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>I can begin to build structures, joining components together</p> <p>I can begin to build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore the vocabulary of structure, stable and rigid</p>	<p>I can build structures, beginning to analyse how they can be made stronger, stiffer and more stable.</p>	<p>I can build structures analysing how they can be made stronger, stiffer and more stable with increasing independence and accuracy.</p>	<p>I can begin to understand how to reinforce and strengthen a 3D framework)</p> <p>I can build for a purpose and evidence how the products can be made stronger and more stable.</p>	<p>I can explain how to reinforce and strengthen a 3D framework</p> <p>I can assemble components to make working models.</p>
Textiles	<p>I can select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>I can manipulate materials to achieve a planned effect</p>	<p>I can with help measure, mark out, cut and shape a range of materials</p> <p>I can begin to use templates to help join and sew the material together for running stitch.</p>	<p>I can demonstrate how to cut, shape and join fabric to make a simple product (glue, pinning, stapling and using a safety pin). –</p> <p>I can use basic sewing techniques (running stitch).</p>	<p>I can start to measure, tape or pin, cut and join fabric with some accuracy</p> <p>I can use basic back stitch and cross stitch</p> <p>I can develop my understanding of fastening and seaming materials together</p> <p>I can learn how to add further detail</p>	<p>I can start to measure, tape or pin, cut and join fabric with some accuracy</p> <p>I can use basic back stitch and cross stitch</p> <p>I can develop my understanding of fastening and seaming materials together</p> <p>I can begin to develop the skill of</p>	<p>I can start to use visual and tactile techniques, including embellishments; strengthening and patterns.</p> <p>I can make joins with a seam allowance, combining fabrics, and experimenting with ways of increasing strength</p>	<p>I can with confidence pin, sew and stitch materials together to create a product</p> <p>I can, with growing confidence use visual and tactile techniques, including embellishments; strengthening and patterns</p>

				to my work by adding decoration such as buttons, beads and sequins	making a prototype.		I can make joins with a seam allowance, combining fabrics and adding gussets for additional strength
Food	<p>I can begin to understand some of the tools, techniques and processes involved in food preparation</p> <p>I explain basic hygiene awareness</p> <p>I can suggest some foods that are healthy</p>	<p>I can begin to understand that all food comes from plants or animals</p> <p>I can explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>I can begin to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>I can begin to understand that everyone should eat at least five portions of fruit and vegetables every day</p> <p>I can prepare simple dishes safely and hygienically, without using a heat source</p> <p>I can develop techniques such as</p>	<p>I can understand that all food comes from plants or animals</p> <p>I can explain that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>I can understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>I can explain that everyone should eat at least five portions of fruit and vegetables every day</p> <p>I can demonstrate how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>I can demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>I can identify that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>I can begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>I can begin to understand that a healthy diet is made up from a variety and</p>	<p>I can explain that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>I can explain that a healthy diet is made up from a variety and balance of different food and</p>	<p>I can begin to understand that seasons may affect the food available</p> <p>I can understand how food is processed into ingredients that can be eaten or used in cooking</p> <p>I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>I can confidently use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading,</p>	<p>I can explain that seasons may affect the food available</p> <p>I can understand how food is processed into ingredients that can be eaten or used in cooking</p> <p>I can with increasing confidence prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>I can confidently use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading,</p>

cutting, peeling and grating.

balance of different food and drink, as depicted in 'The Eat well plate'

I can begin to know that to be active and healthy, food and drink are needed to provide energy for the body

drink, as depicted in 'The Eat well plate'

I can understand that to be active and healthy, food and drink are needed to provide energy for the body

kneading and baking

I can begin to understand that different foods and drinks contain different substances that are needed for health reasons eg nutrients, water and fibre

kneading and baking

I can identify different foods and drinks which contain different substances that are needed for health reasons eg nutrients, water and fibre