DT progression – South Ascot Village School

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design Developing, planning and communicating ideas	Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	Generate ideas and explain what they are going to do. Identify who they intend to design and make a product for. Model ideas in card and paper. Build on ideas from Research and investigation.	Generate and develop ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Create a design checklist. Draw a design and label parts.	Generate ideas for a product and consider its purpose and the user/s. Identify a purpose and create their own design criteria for a successful product. Plan the order of the work before starting. Investigate and develop a design, and make drawings with labels when designing.	Generate ideas for a product and consider its purpose and the user/s. Identify a purpose and have a clear plan of how to create the product, which materials to use and the process. Identify where the process might go wrong and come up with solutions. Evaluate similar products and plan a design criteria for the product. Explore and develop a design, and make drawings from different views and labelling special features.	Generate ideas through group discussion and identify a purpose for their product. Draw up a specification for their design. Identify a purpose and have a clear plan of how to create the product, which materials to use and the process. Suggest alternative methods of making if the first attempts fail. Use results of investigations, information sources including ICT when developing design ideas.	Communicate detailed ideas through labelled drawings. Develop a specification for their design by modelling proposals in a variety of ways (paper, 3D models, ICT) Plan the order of their work carefully, choosing appropriate materials.
Make Working with tools, equipment, materials and components to make quality products (including food)	Construct with a purpose, using a variety of resources Use simple tools and techniques Build / construct with a wide range of objects Select tools & techniques to shape, assemble and join Replicate structures with materials / components	Explain what I'm making and why Consider what I need to do next Select tools/equipment to cut, shape, join, finish and explain choices Measure, mark out, cut and shape, with support Choose suitable materials and explain choices Try to use finishing techniques to make product look good	Explain what I am making and why it fits the purpose Make suggestions as to what I need to do next. Join materials/components together in different ways Measure, mark out, cut and shape materials and components, with support. Describe which tools I'm using and why	Select suitable tools/equipment, explain choices; begin to use them accurately Select appropriate materials, fit for purpose. Work through plan in order Consider how good product will be Begin to measure, mark out, cut and shape materials/components with some accuracy Begin to assemble, join and combine materials and components with some accuracy	Select suitable tools and equipment, explain choices in relation to required techniques and use accurately Select appropriate materials, fit for purpose; explain choices Work through plan in order. Realise if product is going to be good quality Measure, mark out, cut and shape materials/components with some accuracy Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques with some accuracy	Use selected tools/equipment with good level of precision Produce suitable lists of tools, equipment/materials needed Select appropriate materials, fit for purpose; explain choices, considering functionality Create and follow detailed step-by-step plan Explain how product will appeal to an audience Mainly accurately measure, mark out, cut and shape materials/components	Use selected tools and equipment precisely Produce suitable lists of tools, equipment, materials needed, considering constraints Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics Create, follow, and adapt detailed step-by-step plans Explain how product will appeal to audience; make changes to improve quality

	Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording Understand different media can be combined for a purpose	Work in a safe and hygienic manner	Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make product look good Work safely and hygienically	Begin to apply a range of finishing techniques with some accuracy		Mainly accurately assemble, join and combine materials/components Mainly accurately apply a range of finishing techniques Use techniques that involve a small number of steps Begin to be resourceful with practical problems	Accurately measure, mark out, cut and shape materials/components Accurately assemble, join and combine materials/components Accurately apply a range of finishing techniques Use techniques that involve a number of steps Be resourceful with practical problems
Evaluate Evaluating processes and products	Adapt work if necessary Dismantle, examine, talk about existing objects/structures Consider and manage some risks Practise some appropriate safety measures independently Begin to talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys Start to describe textures e.g. soft, hard	Talk about my work, linking it to what I was asked to do Talk about existing products considering: use, materials, how they work, audience, where they might be used Talk about existing products, and say what is and isn't good Talk about things that other people have made Begin to talk about what could make product better	Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why	Look at design criteria while designing and making Use design criteria to evaluate finished product Say what I would change to make design better Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products	Refer to design criteria while designing and making Use criteria to evaluate product Begin to explain how I could improve original design Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose Research whether products can be recycled or reused Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products	Evaluate quality of design while designing and making Evaluate ideas and finished product against specification, considering purpose and appearance. Test and evaluate final product Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose Research how sustainable materials are Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products	Evaluate quality of design while designing and making; is it fit for purpose? Keep checking design for improvements Evaluate ideas and finished product against Specification- does it fit with the original idea Test and evaluate final product; explain what would improve it and the effect different resources may have had Do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose Research and discuss how sustainable materials are made Consider the impact of products beyond their intended purpose Discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products