



## Willow Bank Primary School Skills Progression

**Subject area: Design and Technology**

### Key Skills

Develop creative, technical and practical expertise to problem solve.

Design and make high quality prototypes and products for a range of users.

Critique, evaluate and test ideas and products.



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	<p>Design and make purposeful and functional products.</p> <p>Use pictures and words to convey what they want to design and make.</p> <p>Describe and explain what they are making, how it works and what they need to do next.</p>	<p>Design and make purposeful, functional and appealing products.</p> <p>Use drawings with notes to record ideas as they are developed.</p> <p>Discuss their work as it progresses.</p>	<p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labelled sketches or writing and discuss this while working.</p>	<p>Use research and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their planning to engage an audience.</p> <p>Model ideas by using prototypes and pattern pieces.</p>	<p>Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.</p> <p>Make decisions taking into account constraints such as time, resources and cost.</p>	<p>Use research and exploration to identify and understand user needs when designing a product.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.</p> <p>Develop prototypes.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Make</b>	<p>Name the tools you are using.</p> <p>Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.</p>	<p>Select and name the tools needed to work the materials. e.g. spoons, cups, needles, yarn, scissors, saws, drills.</p> <p>Select materials from a limited range to meet design criteria.</p>	<p>Think ahead about the order of their work and plan tools and materials needed. e.g. weighing scales, glue gun, ruler.</p> <p>Consider working characteristics of materials.</p>	<p>Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy.</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints.</p>	<p>Select and use tools and equipment for a range of uses. e.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work.</p> <p>Join and combine a range of materials and ingredients using appropriate methods.</p>	<p>Select from and use specialist tools and techniques for a range of uses. e.g. whisk, craft knife, cutting mat, safety ruler.</p> <p>Select from and use a wider range of materials, components and ingredients taking into</p>

	Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape.  Join appropriately for different materials and situations, e.g. paperclips, tape and staples.	Make templates and mock-ups.  Use finishing techniques, including those from art and design.			E.g. beating, rubbing in, drilling, gluing, sewing, screwing.  Accurately measure to nearest millimetre; mark, cut out and shape materials and components.	account their aesthetic properties.  Use techniques that involve a number of steps.
<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Evaluate</b>	Explore existing products.  Say what they like and do not like about products they have made.  Consider and explain how the finished product could be improved.	Explore and evaluate existing products.  Talk about their developing designs and identify good points and areas to improve throughout the design process.  Evaluate their product and its appearance against a design criteria.	Investigate and analyse a range of existing products Identify strengths and areas to improve in their own design.  Identify what does and does not work in the product.	Use investigations of existing products to inform planning of their own product.  Check their work as it develops and modify approach in light of progress.  Discuss how well their product meets the design criteria and the needs of the user.	Show a clear understanding of the specification and use this to inform decisions.  Justify decisions about materials and methods of construction.  Evaluate products and use of information sources.	Test, evaluate and refine ideas and products against a specification.  Justify decisions made during the design process.  Evaluate products and use of information sources throughout the process and use this to inform planning.
<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Technical Knowledge (all year groups should know the correct technical vocabulary for the projects they are undertaking.)</b>	Build structures and investigate how they can be made more stable. Insert paper fasteners for card linkages.  Create models with wheels and axels.  Understand movement of simple mechanisms including levers and slides.	Build structures and investigate how they can be made stronger, stiffer and more stable.  Use a range of materials to create models with wheels, axels or hinges Investigate temporary, fixed and moving joints.  Understand food ingredients should be combined according to	Join and combine materials with temporary, fixed or moving joints.  Create shell or frame structures and make structures more stable.  Incorporate a circuit with a bulb or buzzer into a model.  Know a single fabric shape can be used to make a 3D textile product.	Create prototypes of shell or frame structures to inform design process.  Strengthen frames with diagonal struts.  Use lolly sticks/card to make levers and linkages.  Understand how to program a computer to control their products.	Use linkages to make movement larger or more varied.  Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms Incorporate motor and a switch into a model.  Know that a recipe can be adapted by adding/substituting ingredients.	Control a model using an ICT control programme.  Build complex frameworks using a range of materials to support mechanisms.  Use a CAM to make an up and down mechanism.  Work out ratios in recipes.

	<p>Use equipment to weigh and measure ingredients. Prepare simple dishes hygienically without using a heat source.</p>	<p>their sensory characteristics.  Know that everyone should eat at least 5 portions of fruit and veg a day.</p>		<p>Know that food ingredients can be fresh, pre-cooked and processed.  Follow a recipe.</p>	<p>Be able to peel, chop, slice, grate, mix and knead.</p>	
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