



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts 	<ul style="list-style-type: none"> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing 	<ul style="list-style-type: none"> Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features 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 Evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design 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 Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (Inc-food)	<ul style="list-style-type: none"> Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work. Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy Use simple graphical communication techniques 	<ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product
Evaluating processes and products	<ul style="list-style-type: none"> 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 Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> Evaluate against their 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 	<ul style="list-style-type: none"> Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i> Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved

Foundation Design and Technology Progression	
3 to 4 Years (taken from Development Matters July 2021)	<p>Explore how things work (UW) - provide mechanical equipment for children to play with and investigate.</p> <p>Talk about the differences between materials and the changes they notice (UW) - activities to include, cooking, melting, floating and sinking, use new vocabulary and encourage the children to use it.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures (EAD) Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paper clips and fasteners..</p>
Children in Foundation	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.(EAD)Provide opportunities to work together and realise creative ideas. Provide children with a range of materials to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with the children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>
Early Learning Goals	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (CWM)</p> <p>Share their creations, explaining the process they have used (CWM)</p>
Developing, planning and communicating ideas	<p>Children can talk about their ideas, what they are making and which materials they are going to use.</p> <p>Name and choose the tools they are going to use.</p> <p>Talk about what they have made so far and discuss their next steps.</p>
Working with tools, equipment, materials and components to make quality products	<p>Make their design, joining materials together.</p> <p>Use appropriate vocabulary.</p> <p>Use tools safely and with increasing accuracy.</p>
Evaluating processes and products	<p>Talk about what they have made including details of how the project evolved as it was made.</p> <p>Discuss whether it works as it was designed to?</p> <p>Discuss which parts were difficult to complete, what would you change about the item?</p>
Food and nutrition	<p>Discuss familiar foods.</p> <p>Begin to develop a food vocabulary including taste, smell and texture.</p> <p>Think about healthy foods and the need for variety.</p> <p>Discuss and work hygienically and safely.</p>