

# Mousehole Primary School: Design and Technology – Skills Progression

	EYFS	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Sketch Books	Children can use the tools, techniques and mediums given to them.	Children record thoughts and ideas on their skills and the chosen artwork. Children can label what they have used and talk about why. Children can explore all tools, techniques shown to them. Children can gain inspiration from design work around them. Children can evaluate their developing and final products.	Children use DT books to generate ideas and record thoughts and observations. Children can select from tools, techniques and medium. Children can evaluate on their developing ideas and suggest improvements.	Children use DT books to plan and refine ideas. They model how they have developed skills and techniques. Children can select from 2-3 tools, techniques and medium. Children can express thoughts and feelings on aspects of their design work and that of others. Children can reflect on their own artwork to make increasingly refined improvements.	Children use DT books to develop ideas through sketches, enhance knowledge, skill and technique using experimental media. Children can select from a range of tools, techniques and medium. Children can evaluate designs of theirs and others.	Children use DT books to make personal investigations and to record their observations. They explore a range of designs, try out new ideas and processes and reflect on the effect of these. Children can take inspiration from successful designers and use some ideas in their own work. Children can independently select from a range of tools, techniques and medium. Children can express their personal interpretations of designs. They can offer critique based on the design criteria.
Evaluating Processes and Products	<ul style="list-style-type: none"> <li>• Talk about their work saying what is good or bad.</li> <li>• Can explain how to make something stronger</li> <li>• Talk about existing products saying what they like and dislike.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></li> <li>• Disassemble and evaluate familiar products</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment</li> </ul> <p>Evaluate their products by carrying out appropriate tests</p>	<ul style="list-style-type: none"> <li>• Evaluate a product against the original design specification</li> <li>• Evaluate it personally and seek evaluation from others</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>• Record their evaluations using drawings with labels</li> <li>• Evaluate against their original criteria and</li> </ul>

		<ul style="list-style-type: none"> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Evaluate against their design criteria</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>Talk about their ideas, saying what they like and dislike about them</li> </ul>				suggest ways that their product could be improved
<b>STRUCTURES</b>	Cutting with scissors: straight, curved, zig-zag,	Cutting around a template.	Scoring to bend materials.	Cutting softwood with saws.  Bending and shaping wires.  Layering card and corrugated materials for cladding.	Cutting softwood and hardwood with saws.  Layering wood and card materials for cladding.	Choosing the type of wood and tools to fit the purpose.  Selecting appropriate materials for cladding. Considering depth and weight.
<b>Vocabulary</b>	cut shape bend tools materials build	model net stiff template stable/unstable strong/weak	stable stiff strong scoring tab	beam arch and truss bridge softwood hardwood structure	strength stability joints reinforce apparatus landscape	features cladding playground target audience prototype
<b>COOKING AND NUTRITION</b>	<p><b>Knife skills:</b> peel slice</p> <p><b>Preparations:</b> stirring</p>	<p><b>Knife skills</b> Fork grip Cutting into larger pieces</p> <p><b>Preparations:</b> Thread (skewers) Grate deseed Peel Mash Wrap</p>	<p><b>Knife skills</b> Fork grip Bridge grip Cutting into larger pieces</p> <p><b>Preparations</b> Roll Cut</p>	<p><b>Knife skills</b> Claw grip Bridge grip</p> <p><b>Preparations:</b> Grate Peel Chop Slice</p>	<p><b>Knife skills</b> Claw grip Cross chop</p> <p><b>Preparations</b> Crush Blend Rub in</p>	<p><b>Knife skills</b> Cross chop – choosing knife skills appropriate to the task.</p> <p><b>Preparations</b></p>

Vocabulary	Fruit Vegetable Healthy Prepare Peel Slice	Balance Carbohydrate Dairy protein Prepare Slice Deseed	Diet Processed Natural Imported Reared Climate	Method Beef Reared Processed Ethical Ingredients	Knead Rub in Roll Cream Cutters Target audience	Culinary Complementary Flavours Textures Nutrition
MATERIALS	Weaving paper – over and under  Threading with wood and hessian string.	Joining two fabrics with glue, safety pins, staples and a running stitch.		Decorate materials with cross stitch.  Join fabrics using a running stitch for seams,	Decorate fabrics with cross stitch and applique.  Join fabrics using a running stitch with thread for seams and knots at the end.	Refine the technique of cross stitch and applique. Increasingly more precise needed work skills.  Choose an appropriate stitch to join fabrics based on the design.
Vocabulary	thread weave sew bookmark materials	hand puppet fabric safety pin staple stitch template		applique cross stitch running stitch thread seam texture knot		
MECHANISMS		<b>Movements:</b> sliding, turning, spinning	<b>Movements:</b> push, pull, squeeze	<b>Movements:</b> pivot, folds,	<b>Movements:</b> pivots, folds	<b>Movements:</b> Refine moving parts. Choose an appropriate movement and tool for the design.
Vocabulary		axle axle holder chassis diagram dowel mechanism	sliders adapt input aesthetic assemble mechanism	exploded diagram input/output mechanism pneumatic system thumbnail sketch net	design input motion mechanism criteria reinforce model	
DIGITAL WORLD and ELECTRICAL SYSTEMS				Create a simple circuit (with a bulb or LED).	Create a series circuit with a switch.	Choose the type of circuit most suitable for the product.
Vocabulary				circuit battery	navigation client	

				bulb system component crocodile wires product	function sustainable design product lifecycle product lifespan
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