

Design and Technology Progression Map



Please refer to the individual learning blocks for key vocabulary.

Year Group	Design	Make/Technical Knowledge	Evaluate
EYFS (Nursery)	<p>I can develop my own ideas and decide which materials to use to express them</p> <p>I know how to express myself</p> <p>I know how to choose materials for their use</p> <p>I know I can discuss my work and change it as it progresses</p> <p>I know how to use materials, thinking about its purpose</p> <p>I know how to make a simple plan before making</p>	<p>Construction</p> <ul style="list-style-type: none"> I can combine different material I can select appropriate materials I can select and use appropriate tools for a purpose and the tool names I can join materials using different techniques e.g. split pins, tape, glue 	<p>I can notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>I can watch how someone else makes a creation and copy their ideas</p> <p>I can say what I like about my creation</p> <p>I can describe how I made my creation</p> <p>I can talk about how things work e.g. push/pull</p>
		<p>Textile</p> <ul style="list-style-type: none"> I am beginning to weave materials e.g. ribbon in wood I can explore the use of different materials I can use tools for a purpose 	
		<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> I know that some foods are healthy and unhealthy I know why some food and drink is healthy and unhealthy I know I have to wash my hands before handling food and why I can use some techniques such as mixing, spreading and cutting I know about the changes that happen when heating or cooling ingredients I can talk about the differences between materials and changes they notice I can make healthy choices 	
EYFS (Reception)	<p>I can work together to develop and realise creative ideas.</p> <p>I can think about and discuss what I want to make.</p> <p>I can look at products to generate inspiration and have conversation about art and artists</p>	<p>Construction</p> <ul style="list-style-type: none"> I can use a range of materials to construct with. I can use different techniques for joining materials, such as adhesive tape and different sorts of glue. I can use a variety of tools e.g. scissors, spades, pencils and use them with care and precision 	<p>I can discuss problems and how they might be solved as they arise.</p> <p>I can reflect on how I have achieved my aims.</p>
		<p>Textile</p> <ul style="list-style-type: none"> I can weave with a range of materials 	
		<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> I can identify healthy and unhealthy foods. I can talk about having a balance of these. I can talk about likes and dislikes. I can use a range of tools with care and precision 	

Year 1	I can design a simple product with support	<p style="text-align: center;">Construction</p> <ul style="list-style-type: none"> ▪ I can use split pins to make my product move ▪ I can include levers in my product ▪ I can select materials to make my product stronger 	I can test my final product
	I can draw a simple plan of my design	<p style="text-align: center;">Textile</p> <ul style="list-style-type: none"> ▪ I can produce an Easter card using criteria given to me ▪ I can use a plastic needle and thread it with support ▪ I can use running stitch ▪ I can stitch in pre-cut holes ▪ I can weave with paper and material 	I can describe what went well and what could be better
	I can make choices on my design e.g. colour,	<p style="text-align: center;">Cooking and Nutrition (Without a heat source)</p> <ul style="list-style-type: none"> ▪ I understand that I need to wash vegetables and fruit before eating ▪ I can chop prepared fruit (with support) using an appropriate tool ▪ I can slice prepared fruit (with support) using an appropriate tool ▪ I can combine a selection of ingredients ▪ I understand that some food is grown and some food is processed 	I can identify what I could do differently next time
			I can explore and evaluate different pivots and levers as a class
Year 2	I can design features of a product based on a simple brief e.g. colours of a purse	<p style="text-align: center;">Construction</p> <ul style="list-style-type: none"> ▪ I can use wheels and axels in my design ▪ I can join different materials with appropriate resources ▪ I can select materials to stiffen my product ▪ I can use information communication technology to generate ideas for my work. 	I can look at existing products to help me make my design working in small groups
	I can draw a plan of my design	<p style="text-align: center;">Textile</p> <ul style="list-style-type: none"> ▪ I can produce a Binca purse following criteria given to me ▪ I can independently thread a plastic needle ▪ I can sew on Binca (cm hole) ▪ I can use running stitch with increasing accuracy ▪ I can use a Velcro fastening ▪ I can tie a knot 	I can test that my final product
	I can select from a small selection of materials	<p style="text-align: center;">Cooking and Nutrition (Without a heat source)</p> <ul style="list-style-type: none"> ▪ I can chop vegetables by selecting the appropriate tool ▪ I can slice by selecting the appropriate tool ▪ I can peel by selecting the appropriate tool ▪ I can grate using a grater ▪ I can mix ingredients together ▪ I can select the tools I need ▪ I understand how vegetables are grown 	I can evaluate its effectiveness
	I can personalise my design		I can identify what worked well and what I would change next time

Year 3	I can design a product which meets a simple brief with guidance	Construction	I can identify the features in already existing products to help me make my design
	I can sketch my design and list the materials I think I need.	<ul style="list-style-type: none"> I can cut wire using an appropriate tool I can solder to join two pieces of wire I can smooth out edges using sandpaper I can create a piece of finish materials e.g. wire so that they can be safely worn 	I can test my final product against the needs of the brief
	I can change my design based on the testing of materials	Textile	I can evaluate and explain its effectiveness
	I can choose materials and resources which will improve the effectiveness of my product.	<ul style="list-style-type: none"> I can produce a hand puppet using criteria developed by the class I can use a metal needle I can join two edges of material together I can use running stitch I can use blanket stitch I can effectively finish my line of stitches 	I can identify what worked well and what I would change next time
	I can design an appropriate pattern piece.	Cooking and Nutrition (With heat source)	
		<ul style="list-style-type: none"> I can use my knowledge of healthy and unhealthy food and food groups to design an Eatwell plate I can identify ingredients needed to create my plate I can boil water to cook pasta or eggs (with support) I can chop, slice, peel and grate food I can select the appropriate tool to chop, slice, peel, grate and spread I understand how to stay safe in the kitchen 	
Year 4	I can design a product which meets a simple brief.	Construction	I can suggest how already existing products guided me to my design
	I can draw my design and label the key components using a cross sectional diagram.	<ul style="list-style-type: none"> I can use a saw to cut wood I can select the appropriate sandpaper to use on wood I can sand wood using sandpaper I can use a hammer to insert nails to join two pieces of wood I can use a mechanism to make my product move 	I can test my final product against the needs of my brief
	I can select from materials which my testing has shown would be most effective	Textile	I can evaluate the effectiveness of my product in different situations considering the viewpoint of others
		<ul style="list-style-type: none"> I can produce a stuffed toy meeting a simple brief I can independently thread a metal needle I can join all sides of a product together I can use stuffing to create a product I can use running stitch I can use backstitch 	I can identify what worked well and how the product could be improved to suit different purposes
		Cooking and Nutrition (With a heat source)	
		<ul style="list-style-type: none"> I can weigh ingredients using a digital and mechanical scale I can combine different ingredients by selecting the appropriate tool I can knead dough I can bake bread I can describe the impact of using yeast I understand how the ingredients I use are grown and processed I understand how to stay safe in the kitchen 	

Year 5	I can carry out research on different types of bridges created by different architects/civil engineers	<p style="text-align: center;">Construction</p> <ul style="list-style-type: none"> ▪ I can use an exploded diagram to create a prototype of a bridge with cantilevers ▪ I can select from a wide range of tools to join materials together ▪ I can understand and use different mechanical systems such as pulleys and levers, cams and gears ▪ I can use a variety of methods to strengthen and stiffen my product ▪ I can use computer aided design (CAD) to model my bridge design <p style="text-align: center;">Textile</p> <ul style="list-style-type: none"> ▪ I can sew using embroidery hoop/tapestry ring ▪ I can select appropriate resources e.g. wool, thread, cotton ▪ I can sew on hessian ▪ I can use a range of stitches (log, running, back, cross and satin) ▪ I can use a metal embroidery needle ▪ I can fill and outline a pattern ▪ I can create an image with stitches <p style="text-align: center;">Cooking and Nutrition (With a heat source)</p> <ul style="list-style-type: none"> ▪ I understand that food and cooking traditions are different around the world ▪ I can use my previous knowledge of baking to create a multi ingredient dish ▪ I can select appropriate tools ▪ I can identify the origin of the ingredients I use including how they are grown and processed ▪ I understand how to stay safe in the kitchen 	I can test and evaluate a range of materials to help me select the best one for my product
	I can design a product to meet the needs of a brief		I can deconstruct existing products to discover how they are designed and made
	I can select from a range of resources giving reasons for my choice e.g. best material to fit the brief		I can use my knowledge of the above to aid my design and build
	I can draw effective and precise diagrams of my design (to scale) for example an exploded diagram.		I can test my own and others products and say how it does or doesn't meet the brief
	I can redraft based on feedback and testing		I can evaluate the effectiveness of my design
Year 6	I can respond to a brief by creating my own design/product to meet the needs of the user.	<p style="text-align: center;">Construction</p> <ul style="list-style-type: none"> ▪ I can use wood, paper based materials (e.g. card), wire and combine them to make a product ▪ I can include an electrical series circuit in my construction including bulbs, buzzers, switches and motors ▪ I can use my computing skills to make a product move independently <p style="text-align: center;">Textile</p> <ul style="list-style-type: none"> ▪ I can produce a Tote bag following my own design. ▪ I can sew with increasing neatness ▪ I can use a range of stitches, choosing the most effective for my design (Running, back, cross, blanket) ▪ I can join together layers of material ▪ I can use pins to increase the accuracy of my joining ▪ I can add handles, fastenings and applique 	I can test and evaluate the effectiveness of resources which meet the needs of a brief
	I can research using a range of sources e.g. testing, product comparison, internet to inform my design		I can test existing products to determine what makes them successful and use this information to improve my design
	I can draw designs to scale using either a sketch, cross sectional or exploded diagram.		I can evaluate a prototype and plan changes to make my product more effective
	I can use exploded and cross sectional diagrams to show my design		I can incorporate feedback from others to adapt my design

	<p>I can redraft my design based on testing of materials and prototypes</p> <p>I can make adaptations to my design throughout the design and making process to improve its effectiveness</p>	<p style="text-align: center;">Enrichment (Open to all Y6 children)</p> <p>Cooking competition:</p> <ul style="list-style-type: none"> • I can make a 2 course meal selecting ingredients based on their nutritional content and its seasonality • I can refine my recipe to improve the taste/cost • I can use a range of tools to chop, slice, cut, peel, mix, grate, spread and knead • I understand how to stay safe in the kitchen <p>Enterprise:</p> <ul style="list-style-type: none"> • I can work in a small group or team to research, purchase and sell a product for enterprise. • I can apply my computing skills to monitor my product 	<p>I can evaluate my finished product and test its effectiveness against the brief</p> <p>I can draw conclusions in what I could do to make my product more effective</p> <p>I can explain how my final product could be adapted for changes in the brief e.g. user, environment, purpose</p>
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