



St Michael's CE (Aided) Primary School

Design and Technology – Progression for Learning

EYFS			Progression for learning		Early Learning Goals		
			To create resistance paintings. To make their own printing tools with cardboard and string to create prints on different materials. To make and cook pancakes for Shrove Tuesday.		I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used.		
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To design, make, evaluate and improve (DMEI)	Food	I can identify whether a food is a meat product or from a plant. <i>Our Amazing World</i>	I understand where food comes from. <i>A passport to Jamaica</i>	I know how a range of ingredients are grown, reared, caught or processed. <i>Groovy Greeks</i> <i>Choc-tastic</i>		I understand seasonality and can identify different foods produced in each season. <i>Take Shelter</i>	
		I can select items from a food wheel to plan and prepare dishes. <i>Our Amazing World</i>	I can use basic principles of a healthy and varied diet to plan and prepare dishes. <i>A passport to Jamaica</i>		I can plan and prepare a variety of healthy dishes (predominantly) using a range of cooking techniques and ingredients. <i>Angle-Land</i>		I understand that cooking techniques alter the flavour & texture of foods & use this knowledge in my designs. <i>Do the right thing!</i>
		I can add my own design ideas to a given design. <i>Our Amazing World</i>	I can design purposeful, functional, appealing products based on given design criteria. <i>A passport to Jamaica</i>	I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose. <i>Groovy Greeks</i> <i>Choc-tastic</i>		I can incorporate the views of intended users and for the intended purpose. <i>Take Shelter</i>	I can design innovative products showing an awareness of commercial appeal. <i>Do the right thing!</i>
	Other areas	I can generate ideas for purposeful designs. <i>Our Amazing Area</i> <i>Our Amazing Country</i> <i>Our Amazing World</i>	I can generate ideas based on my investigations of products. <i>Intrepid Explorers</i> <i>London’s Burning!</i>	I can recognise that my designs have to meet a range of different needs and users. <i>Yabadaba Doo!</i>	I can recognise that my designs have to meet a range of different needs and users. <i>Funky Pharaohs</i> <i>Rotten Romans</i>	I can generate ideas by collecting and using information from a range of existing products. <i>Take Shelter</i> <i>Take Action</i>	I can generate ideas by collecting and using information from a range of existing products. <i>Time to Shine!</i> <i>Bostin Black Country</i>
		I can use models, pictures and words to describe what I want to do. <i>Our Amazing Area</i> <i>Our Amazing Country</i> <i>Our Amazing World</i>	I can use models, pictures and words to describe my designs. <i>Intrepid Explorers</i> <i>London’s Burning!</i>	I can use words and labelled sketches to communicate the details of my designs and can clarify when asked. <i>Yabadaba Doo</i>	I can use words, labelled sketches and models to communicate the details of my designs and can clarify when asked. <i>Funky Pharaohs</i> <i>Rotten Romans</i>	I can communicate alternative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and prototypes, showing that I am aware of constraints. <i>Take Shelter</i> <i>Take Action</i>	I can use prototypes, pattern pieces, cross-sectional diagrams and computer aided designs to represent designs. <i>Bostin Black Country</i>
		Given a task, I can talk about my own work and describe how my product works. <i>Our Amazing Area</i> <i>Our Amazing Country</i>	Given a design criteria, I can recognise what I have done well and suggest things I could do better in the future. <i>Intrepid Explorers</i> <i>London’s Burning!</i>	I can reflect on the design and make process and my end products and identify some improvements. <i>Yabadaba Doo</i>	I can reflect on the design and make process and my end products and identify some improvements. <i>Funky Pharaohs</i> <i>Rotten Romans</i>	I can reflect on my designs as they develop, drawing on previous experience. <i>Take Shelter</i> <i>Take Action</i>	I can reflect on my designs as they develop, drawing on previous experience and consider the views of others to improve my work. <i>Time to Shine!</i>

		<i>Our Amazing World</i>					<i>Bostin Black Country</i>
To master practical skills: Food (F)	I know that I have to wash my hands and keep work surfaces clean when preparing food. <i>Our Amazing World</i>	I can prepare food safely and hygienically and can describe what this means. <i>A passport to Jamaica</i>	I can work in a safe and hygienic way e.g. tying hair back, wiping work surfaces, and not mixing up utensils. <i>Groovy Greeks</i>	I can work in a safe and hygienic way e.g. tying hair back, wiping work surfaces, and not mixing up utensils. <i>Angle-Land</i>	I can apply rules for basic food hygiene and other safe practices e.g. oven safety and food storage. <i>Take Shelter</i>	I can apply rules for basic food hygiene and other safe practices e.g. oven safety and food storage. <i>Do the right thing!</i>	
	I can use a simple recipe to make a food product. <i>Our Amazing World</i>	I can use simple recipes and measure and weigh using measuring cups or electronic scales. <i>A passport to Jamaica</i>	I can weigh and measure my ingredients accurately. <i>Groovy Greeks</i>	I can weigh and measure my ingredients accurately. <i>Angle-Land</i>	I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe (with support). <i>Take Shelter</i>	I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. <i>Do the right thing!</i>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	I can use a mixing bowl to prepare a mixture. <i>Our Amazing World</i>	I can use simple tools e.g. whisk, rolling pin, etc. <i>A passport to Jamaica</i>	I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways e.g. sieve, grater, knife, potato peeler and whisk. <i>Groovy Greeks</i>	I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways e.g. sieve, grater, knife, potato peeler and whisk. <i>Angle-Land</i>	I can prepare foods in a variety of ways e.g. chopping, peeling, grating, coring, sieving, etc. <i>Take Shelter</i>	I can prepare foods in a variety of ways e.g. chopping, peeling, grating, coring, sieving, etc. <i>Do the right thing!</i>	
	I can use knives safely to cut food (with support). <i>Our Amazing World</i>						
To master practical skills: Textiles (T)	I can use scissors to cut out pre-prepared patterns and templates. <i>Our Amazing Area</i>	I can measure, mark, draw and cut fabric precisely. <i>Intrepid Explorers</i>	I can use patterns either self-generated or templates and cut out accurately. <i>Yabadaba Doo!</i>	I can use patterns either self-generated or templates and cut out accurately. <i>Funky Pharaohs</i> <i>Rotten Romans</i>	I can mark out using my own patterns and templates and cut these out accurately. <i>Take Action</i>	I can mark out using my own patterns and templates and cut these out accurately. <i>Time to Shine!</i>	
	I can join textiles using glue or staples. <i>Our Amazing Area</i>	I can join textiles using glue, staples, tying and a simple stitch, finishing products appropriately. <i>Intrepid Explorers</i>		I can join fabrics using running stick, back stitch and over stitch. <i>Rotten Romans</i>		I can use different ways to join materials e.g. glue, pins, press-studs, velcro, various stitches and buttons. <i>Time to Shine!</i>	
	I know that textiles have different properties: touch, insulation texture and waterproof. <i>Our Amazing Area</i>	I know that textiles have different properties: touch, insulation texture and waterproof. <i>Intrepid Explorers</i>		I can make a textile product using appropriate materials that has a good finish and can do the job it was made for. <i>Rotten Romans</i>		I can use my art textile skills such as stitching to create a product that is sturdy and fit for purpose. <i>Time to Shine!</i>	
To master practical skills: Structures (S)	I can describe the materials I have used to make my structure. <i>Our Amazing Country</i>	I am beginning to use a range of materials to make products e.g. wood, plastic, metal, clay, card and paper. <i>London’s Burning</i>	I can use the most appropriate mouldable material suitable for the purpose of my product. <i>Yabadaba Doo!</i>				
	I am beginning to use tools to glue, cut and nail. <i>Our Amazing Country</i>	I am beginning to use tools to drill and screw materials to make products. <i>London’s Burning</i>	I can make holes with a punch/drill accurately and safely. <i>Yabadaba Doo!</i>		I can cut accurately and safely using tools e.g. craft knife and saw. <i>Take Shelter</i>	I can use a range of tools accurately and safely to drill, screw, glue, cut and nail. <i>Bostin Black Country</i>	
	I can mark materials to cut and fold. <i>Our Amazing Country</i>	I can measure and mark out materials using templates. <i>London’s Burning</i>	I can measure using cm to cut, score and fold. <i>Yabadaba Doo!</i>	I can measure using cm to cut, score and fold. <i>Funky Pharaohs</i>	I can measure using mm to cut, score and fold with precision. <i>Take Shelter</i>	I can measure using mm to cut, score and fold with precision. <i>Bostin Black Country</i>	
		I can demonstrate a range of cutting and shaping techniques e.g. tearing, cutting, folding and curling. <i>London’s Burning</i>	I can use scoring and folding to shape materials accurately. <i>Yabadaba Doo!</i>	I can use scoring and folding to shape materials accurately. <i>Funky Pharaohs</i>			

		I can demonstrate a range of joining techniques such as gluing, hinges or combining materials to strengthen. <i>London's Burning</i>		I can use cutting and shaping techniques within the perimeter of the materials such as cut-outs. <i>Funky Pharaohs</i>	I can select appropriate joining techniques. <i>Take Shelter</i>	I can make joins that are flexible to allow dismantling or folding. <i>Bostin Black Country</i>
	I can make box models. <i>Our Amazing Country</i>	I know how to make my structures stronger by folding, joining or by its shape, making my structure stiffer and more stable. <i>London's Burning</i>	I can make my structures stronger by folding, joining or by its shape. <i>Yabadaba Doo!</i>			I can use techniques for reinforcing and strengthening structures. <i>Bostin Black Country</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To master practical skills: Mechanics (M)	I have explored how mechanisms work including wheels, levers, sliders and hinges. <i>Our Amazing World</i>	I can make a model using a construction kit that moves using a mechanism e.g. wheels, levers, sliders and hinges. <i>Mechanics Day 2</i>		I can make a model using a construction kit that moves using wheels and axels. <i>Mechanics Day 2</i>	I can use simple mechanisms e.g. cogs, cams, pulleys, levers and cranks. <i>Mechanics Day 2</i>	I can use simple mechanisms e.g. cogs, cams, pulleys, levers and cranks using construction kits. <i>Mechanics Day 2</i>
			I have explored the use of pneumatics and hydraulics. <i>Choc-tastic</i> <i>Mechanics Day 1 (Kings)</i>	I have explored the use of pneumatics and hydraulics. <i>Mechanics Day 1 (Kings)</i>	I can begin to use pneumatics and hydraulics. <i>Mechanics Day 1 (Kings)</i>	I can begin to use pneumatics and hydraulics. <i>Mechanics Day 1 (Kings)</i>
To master practical skills: Electronics and Electronics (E)				I have made a product that uses electrical components e.g. switches, bulbs, motors and buzzers. <i>(Science link)</i>		I have made a product that uses electrical circuits. <i>(Science link)</i>
To master practical skills: Computing (C)			I can control models using software designed for this purpose. <i>(Computing link)</i>	I can control and monitor models using software designed for this purpose. <i>(Computing link)</i>	I can write code to control a product. <i>(Computing link)</i>	I can write code to control and monitor models or products. <i>(Computing link)</i>
To take inspiration from design throughout history (I)	I can say what I like and dislike about a product or design and suggest improvements. <i>Our Amazing Area</i> <i>Our Amazing Country</i> <i>Our Amazing World</i>		I can identify some of the great designers in all of the areas of study to generate ideas for designs. <i>Yabadaba Doo</i> <i>Groovy Greeks</i> <i>Choc-tastic</i>	I can identify some of the great designers in all of the areas of study to generate ideas for designs. <i>Funky Pharaohs</i> <i>Rotten Romans</i> <i>Angle-Land</i>	I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. <i>Take Shelter</i> <i>Take Action</i>	I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. <i>Bostin Black Country</i>
		I can explore how products have been created. <i>Intrepid Explorers</i>			I understand how key events and individuals in history (in design and technology) have helped shape the world. <i>Take Shelter</i> <i>Take Action</i>	I understand developments in design and technology and the responsibilities of designers, including environmental responsibilities. <i>Bostin Black Country</i>