



Tenacres First School – Progression of Knowledge and Skills



Design Technology

	Year One	Year Two	Year Three	Year Four
Developing, planning and communicating ideas	<ul style="list-style-type: none"><li>• I can think of my own ideas.</li><li>• I can use what I already know to help me think of ideas.</li><li>• I can draw my design and use simple labels.</li><li>• I can explain some parts of my design.</li><li>• I can share my ideas with my peers.</li></ul>	<ul style="list-style-type: none"><li>• I can draw on my own experiences to influence my ideas.</li><li>• I can draw my design and label the materials.</li><li>• I can explain the choices I have made when designing.</li><li>• I can choose the equipment that will need from a smaller selection.</li><li>• I can identify a starting point for creating the product.</li><li>• I can share and compare my design with others and give/ take feedback about how to improve or what I like.</li></ul>	<ul style="list-style-type: none"><li>• I can draw on my own experiences to influence my ideas. I can research ideas to develop my own.</li><li>• I consider the purpose for the product.</li><li>• I can create a detailed drawing, label it and explain choices I have made when designing.</li><li>• I can select the equipment that I will need.</li><li>• I can plan what order to create my product in during the design phase.</li><li>• I can share and compare designs with others and I can offer constructive feedback.</li></ul>	<ul style="list-style-type: none"><li>• I can draw on my own experiences, the experiences of other and research to develop my ideas.</li><li>• I consider the audience and the purpose for the product when designing.</li><li>• I can create a detailed drawing and label the specific features and their purpose.</li><li>• I can select the equipment and materials that I will need.</li><li>• I can explain the choices I have made when designing the product – relating to the purpose and audience.</li><li>• I can plan what order to create my product during the design phase.</li><li>• I can share and compare designs with</li></ul>

				others and I can adapt my design following constructive feedback.
Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> <li>• I understand why it is important to wash my hands before handling food or cooking.</li> <li>• I can name and select a few basic tools fit for purpose.</li> <li>• I can use basic tools safely e.g. scissors.</li> <li>• I can use tools and equipment to cut and join, shape and finish.</li> <li>• I can use basic joining tools such as masking tape, PVA glue.</li> <li>• I can choose the correct materials.</li> <li>• I can talk about some materials and with help explain why I have chosen them.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why it is important to wash my hands before handling food or cooking.</li> <li>• I can name and select the relevant tools fit for purpose.</li> <li>• I can use tools safely.</li> <li>• I can use tools and equipment to cut and join, shape and finish.</li> <li>• I can use basic joining tools such as masking tape, PVA glue.</li> <li>• With help I can use a glue gun.</li> <li>• I can explain why I have chosen a certain tool.</li> <li>• I can talk about the materials and explain why I have chosen them.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why it is important to wash my hands before handling food or cooking.</li> <li>• I show an understanding to food safety and cooking safety procedures e.g. using an oven.</li> <li>• I can name a range of tools and select the most suitable to create the product.</li> <li>• I know how to use tools safely.</li> <li>• I can use tools and equipment to cut and join, shape and finish.</li> <li>• I can select the most appropriate joining tools for the product.</li> <li>• I can explain why I have chosen a tool</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why it is important to wash my hands before handling food or cooking.</li> <li>• I understand food and cooking safety procedures e.g. using an oven or a sharp knife.</li> <li>• I can name a range of tools and select the most suitable to create the product.</li> <li>• I know how to store and use tools safely.</li> <li>• I can use a range of tools to accurately cut, join, shape and finish.</li> <li>• I can select the most appropriate joining tools for the product.</li> <li>• I can explain why I have chosen a tool</li> </ul>

		<ul style="list-style-type: none"> <li>I can cut, shape and join fabric using simple sewing patterns.</li> </ul>	<p>and link this back to my design.</p> <ul style="list-style-type: none"> <li>I can explain why I have chosen a material, discuss their properties and link this back to my design.</li> <li>I can make some links to my target audience.</li> <li>I can measure a piece of fabric.</li> <li>I can pin or tape a piece of fabric.</li> <li>I can create a simple sewing pattern.</li> </ul>	<p>and link this back to my product.</p> <ul style="list-style-type: none"> <li>I can choose from a range of materials, textiles and media and justify my choices linking back to my design, product and target audience.</li> <li>I can measure and cut a piece of fabric and pin or tape it.</li> <li>I can create a product by following sewing patterns.</li> </ul>
Evaluating process and products.	<ul style="list-style-type: none"> <li>I can talk about what I liked about my design.</li> <li>I can talk about what I didn't like/ didn't work.</li> <li>I can talk about any changes I had to make to my original design.</li> <li>I can think of some improvements for my product.</li> <li>I can discuss my peers' products and offer suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what went well, what didn't go well and what I would change next time.</li> <li>I can compare my product to the products made by my peers.</li> <li>I can discuss my peers' products and offer constructive ideas.</li> <li>I can identify changes that would improve my product.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss my product's strengths and weaknesses.</li> <li>I can identify changes that would improve my product.</li> <li>I can compare my finished product to my original design.</li> <li>I can discuss my peers' products and offer constructive ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss my product's strengths and weaknesses.</li> <li>I can compare my product to any research carried out.</li> <li>I can discuss how my product would work for my target audience.</li> <li>I can discuss how my product wouldn't work for my target audience.</li> <li>I can compare my product to my original design.</li> <li>I can discuss my peers' products and offer constructive ideas.</li> </ul>
Technical knowledge	<ul style="list-style-type: none"> <li>Explore, design and create structures focusing on making them stiffer, stronger and more stable.</li> <li>Begin to explore using mechanisms (sliders, axles)</li> </ul>		<ul style="list-style-type: none"> <li>Identify ways to make structures or products stronger and reinforced.</li> <li>Use mechanisms when creating products (levers, sliders, wheels, axles)</li> </ul>	

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<p>Developing, planning and communicating ideas</p>	<ul style="list-style-type: none"> <li>• Talk to teachers about their ideas and how they think they will work.</li> <li>• Begin to think about which materials they will need and why.</li> <li>• Talk about their ideas and processes which have led them to their design.</li> <li>• Begin to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>
<p>Working with tools, equipment, materials and components to make quality products</p>	<ul style="list-style-type: none"> <li>• Begins to select tools and techniques needed to shape, assemble and join materials.</li> <li>• Select appropriate resources and adapts work where necessary.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Constructs with a purpose in mind.</li> <li>• Manipulates materials to achieve a planned effect.</li> </ul>
<p>Evaluating process and products.</p>	<ul style="list-style-type: none"> <li>• Children talk about features of their own work and the work of others'.</li> <li>• They recognise the similarities and differences in work.</li> <li>• They recognise the strength of their work and the work of others'.</li> <li>• Children begin to think about ways in which they could improve their work.</li> </ul>