

Maltese Road Primary School Progression of Skills Design and Technology

Knowledge Skills and Understanding	
Developing, planning and communicating ideas (Reception)	<ul style="list-style-type: none"> • Can they use what they have learnt about media and materials in original ways, thinking about uses and purposes? • Can they represent own ideas thoughts and feelings through D&T? (ELG)
Developing, planning and communicating ideas (Year 1)	<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?
Developing, planning and communicating ideas (Year 2)	<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words?
Developing, planning and communicating ideas (Year 3)	<ul style="list-style-type: none"> • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan?
Developing, planning and communicating ideas (Year 4)	<ul style="list-style-type: none"> • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design?
Developing, planning and communicating ideas (Year 5)	<ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else?
Developing, planning and communicating ideas (Year 6)	<ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else?

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Knowledge Skills and Understanding

Working with tools, equipment, materials and components to make quality products. (EYFS)	<ul style="list-style-type: none"> • Can they select tools and techniques needed to shape, assemble and join materials they are using? • Can they use what they have learnt about media and materials in original ways, thinking about uses and purposes? (ELG)
Working with tools, equipment, materials and components to make quality products. (Year 1)	<ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using?
Working with tools, equipment, materials and components to make quality products. (Year 2)	<ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways?
Working with tools, equipment, materials and components to make quality products. (Year 3)	<ul style="list-style-type: none"> • Can they use equipment and tools accurately?
Working with tools, equipment, materials and components to make quality products. (Year 4)	<ul style="list-style-type: none"> • Can they tell if their finished product is going to be good quality? • Are they conscious of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? • Do they work at their product even though their original idea might not have worked?
Working with tools, equipment, materials and components to make quality products. (Year 5)	<ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? • Can they use tools and materials precisely? • Do they change the way they are working if needed?
Working with tools, equipment, materials and components to make quality products. (Year 6)	<ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed?

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Evaluating processes and products (EYFS)	<ul style="list-style-type: none"> • Can they select appropriate resources and adapt work where necessary?
Evaluating processes and products (Year 1)	<ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done?
Evaluating processes and products (Year 2)	<ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve?
Evaluating processes and products (Year 3)	<ul style="list-style-type: none"> • Can they explain what they changed which made their design even better?
Evaluating processes and products (Year 4)	<ul style="list-style-type: none"> • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • Do they take time to consider how they could have made their idea better?
Evaluating processes and products (Year 5)	<ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria? • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?
Evaluating processes and products (Year 6)	<ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?

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Knowledge Skills and Understanding	
Cooking and nutrition (EYFS)	<ul style="list-style-type: none"> • Do they importance for a good healthy diet? (ELG) • Do they Shows some understanding that good practices with regard to hygiene?
Cooking and nutrition (Year 1)	<ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean?
Cooking and nutrition (Year 2)	<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? • Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Linked to science • Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? Linked to science
Cooking and nutrition (Year 3)	<ul style="list-style-type: none"> • Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their combined ingredients come together?
Cooking and nutrition (Year 4)	
Cooking and nutrition (Year 5)	<ul style="list-style-type: none"> • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? • Can they explain how their product should be stored with reasons? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? • Can they set out to grow their own herbs with a view to using them in a product, taking account of time required to grow different foods?
Cooking and nutrition (Year 6)	

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Knowledge Skills and Understanding	
Textiles (EYFS)	
Textiles (Year 1)	<ul style="list-style-type: none"> • Can they describe how different textiles feel? • Can they make a product from textiles by gluing?
Textiles (Year 2)	<ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?
Textiles (Year 3)	<ul style="list-style-type: none"> • Can they join textiles of different types in different ways? • Can they explain how to join things in a different way? • Can they choose textiles both for their appearance and also qualities? • Can they devise a template?
Textiles (Year 4)	
Textiles (Year 5)	<ul style="list-style-type: none"> • Have they given considered thought about what would improve their product even more?
Textiles (Year 6)	<ul style="list-style-type: none"> • Have they given considered thought about what would improve their product even more? • Can they make up a prototype first? • Can they use a range of joining techniques? • Have they thought about how to make their product strong? • Have they thought about how their product could be sold? • Do they think what the user would want when choosing textiles?

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Knowledge Skills and Understanding	
Mechanisms (EYFS)	<ul style="list-style-type: none"> • Can they safely use and explore a variety of, tools and techniques? (ELG)
Mechanisms (Year 1)	<ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?
Mechanisms (Year 2)	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product?
Electrical and mechanical components (Year 3)	
Electrical and mechanical components (Year 4)	<ul style="list-style-type: none"> • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas?
Electrical and mechanical components (Year 5)	<ul style="list-style-type: none"> • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? • Can they incorporate a switch into their product? • Can they refine their product after testing it?
Electrical and mechanical components (Year 6)	

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Knowledge Skills and Understanding	
Use of materials (EYFS)	<ul style="list-style-type: none"> • Can they elect tools and techniques needed to shape, assemble and join materials they are using? • Can they safely use and explore a variety of materials, experimenting with colour, design, texture, form and function? (ELG)
Use of materials (Year 1)	<ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?
Use of materials (Year 2)	<ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger?
Stiff and flexible materials (Year 3)	<ul style="list-style-type: none"> • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials?
Stiff and flexible materials (Year 4)	<ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?
Stiff and flexible materials (Year 5)	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose?
Stiff and flexible materials (Year 6)	<ul style="list-style-type: none"> • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product?

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Knowledge Skills and Understanding	
Construction (EYFS)	<ul style="list-style-type: none"> • Can they constructs with a purpose in mind, using a variety of resources? • Can they use simple tools and techniques competently and appropriately? (ELG)
Construction (Year 1)	<ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? • Can they cut materials using scissors?
Construction (Year 2)	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?
Mouldable materials (Year 3)	<ul style="list-style-type: none"> • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques?
Mouldable materials (Year 4)	<ul style="list-style-type: none"> • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience? <p><i>Taken from art and design:</i></p> <ul style="list-style-type: none"> • Can they begin to sculpt clay and other mouldable materials?
Mouldable materials (Year 5)	
Mouldable materials (Year 6)	<ul style="list-style-type: none"> • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? • Are they motivated enough to refine and further improve their product using mouldable materials?