St Cecilia's Catholic Primary School Design and Technology Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	• Set and work towards simple goals • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	• Design purposeful, functional, appealing products for themselves and others based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.	• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. • Make design decisions that take account of the availability of resources.	• Carry out research, using surveys, interviews, questionnaires and web-based resources • Identify the needs, wants, preferences and values of particular individuals and groups • Generate innovative ideas, drawing on research	• Carry out research, using surveys, interviews, questionnaires and web-based resources · identify the needs, wants, preferences and values of particular individuals and groups • Develop a simple design specification to guide their thinking • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost
Make	• (EAD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function	• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including	• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including	• Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to	• Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to	• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and	• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and

		construction materials, textiles and ingredients, according to their characteristics	construction materials, textiles and ingredients, according to their characteristics	functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating	functional properties and aesthetic qualities.	aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need	aesthetic qualities. • Formulate step-by-step plans as a guide to making • Use techniques that involve a number of steps
Evaluate	• Share their creations, explaining the process they have used • Offer explanations for why things might happen • Make use of props and materials when role playing characters in narratives and stories	• Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria	• Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria	• Test and evaluate their own products against design criteria and the intended user and purpose. • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products	• Test and evaluate their own products against design criteria and the intended user and purpose. • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products	• Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make	• Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • Evaluate their ideas and products against their original design specification
Technical Knowledge	• Use and understand recently introduced vocabulary • Make comments about what they have heard and ask questions to clarify their understanding	• Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels	• Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels	• How to use learning from science to help design and make products that work • That materials have both functional properties and	• How to use learning from mathematics to help design and make products that work • That materials have both functional properties and	• How more complex electrical circuits and components can be used to create functional products • That a recipe can be adapted by adding or substituting one	• How mechanical systems such as cams or pulleys or gears create movement • How to reinforce and strengthen a 3D framework • That a 3D textiles product can be made from

	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	and axles], in their products.	and axles], in their products.	aesthetic qualities • the correct technical vocabulary for the projects they are undertaking	aesthetic qualities • That mechanical and electrical systems have an input, process and output • The correct technical vocabulary for the projects they are undertaking	or more ingredients • The correct technical vocabulary for the projects they are undertaking	a combination of fabric shapes • That a recipe can be adapted by adding or substituting one or more ingredients • The correct technical vocabulary for the projects they are undertaking
Cooking and Nutrition	• (PSED) Understand the importance of healthy food choices. • (PD) Use a range of small tools including scissors and cutlery. • Understand some important processes and changes in the natural world	• Use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• Use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.