

St Thomas Primary School DT Progression Points



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Can describe what products they are making and can use simple design criteria to help to develop their ideas. Can use existing products to help come up with ideas and talk about these ideas.	Can describe what products they are making and explain how their products work, and how their products are suitable for the intended user. Can develop and communicate their ideas by talking and drawing, and can model ideas by exploring materials.	Can develop design criteria as a group by gathering information about the needs and wants of particular individuals or groups and explain how their product work. Can generate realistic ideas by clarifying their thoughts in discussions and simple, annotated drawings.	Can develop their own design criteria from information gathered and use this to inform their ideas and explain how their products will work. Can generate realistic ideas, focusing on the needs of the user, by clarifying their thoughts in discussions and simple, annotated drawings	Can carry out research, using surveys, interviews and questionnaires to identify the needs, wants and preferences of particular individuals and groups and use this to inform their ideas. Can generate realistic ideas, taking account of the available resources, using detailed annotated drawings and model their ideas using prototypes.	Can carry out research, using surveys, interviews and questionnaires to identify the needs, wants and preferences of particular individuals and groups and use this to develop a simple design specification. Can generate innovative ideas, drawing on research, taking accounts of constraints such as time, resources and cost and show these ideas in a variety of ways.

Make	Select from a range of tools and equipment explaining their choices (scissors, sewing needles, needle-threaders) Can make a 3D product assembled from two pieces of fabric using simple 'overcast (whipping) stitch.	Select from a range of materials and components according to their characteristics. Measure, mark out, cut and shape materials (card, paper) and components.	Can select tools and equipment suitable for the task and explain those choices in relation to skills and techniques they will be using. Can make and use a template to create a simple 3D textiles product using a running or back stitch.	Explain their choice of materials and components according to functional properties and aesthetic qualities. Measure, mark out, cut and shape materials and components with some accuracy.	Order the main stages of making. Can make a 3D textiles product from a combination of fabric shapes using invisible stitches.	Show formulate step-by-step plans to guide making. Accurately measure, mark out, cut, shape, assemble and join materials and components. .
Evaluate	Can look at existing products and say what the products are for and what they like/dislike about them. Can talk about what they are making and about their finished design.	Can describe what materials products are made from, and how the products work. Can make simple judgements about their own products and ideas against the design criteria.	Can evaluate existing products and say how well they have been made and designed. Can identify the strengths and areas for improvement in their ideas and products.	Can evaluate existing products identifying why materials have been chosen and the methods of construction used. Can use their design criteria to evaluate their completed products.	Can evaluate existing products identifying methods of construction and how well it meets the users needs and wants. Can consider the views of others, including intended users, to improve their work and evaluate their product against the original design criteria.	Can fully evaluate existing products including how innovative they are. Can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.

Technical Knowledge	Can talk about the movement of simple mechanisms: wheels and axles.	Can describe the movement of simple mechanisms: levers and sliders.	Know how to make a strong, stiff, shell structure.	Can describe how simple electrical circuits and components can be used to create a functional product.	Know how a (cam) mechanical system can create movement and understand they an input and output.	Know how to make strong, stiff shell structures, and how to reinforce and strengthen a 3D frame.
Food	Know how to use techniques such as cutting and peeling.	Understand how to prepare a simple dish safely and hygienically without using a heat source.	Know how to use the techniques of chopping, slicing, grating and spreading.	Know that a healthy diet is made up from a variety and balance of different food and drink.	Know that food is either grown, reared or caught and that foods have seasons.	Know how to prepare and cook savoury dishes safely and hygienically using a heat source



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