

DESIGN AND TECHNOLOGY SKILLS PROGRESSION ASSESSMENT STATEMENTS

EYFS Early Learning Goals	Physical Development: Use a range of small tools, including scissors, paint brushes and cutlery Expressive Art and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make props and materials when role playing characters in narratives and stories.
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STATEMENT		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Think critically when making choices during the design process, referring to purpose and suitability of materials and methods.		Identify the purpose and intended user of a product and describe the materials used.	Make suggestions, develop ideas and design own products based on a given design criteria.	Compare products, thinking about purpose and user, and identify how the design criteria for these would differ.	Begin to use research to develop own design criteria for a product aimed at a particular group.	Evaluate products focussed on the service that the product provides and form own design criteria from which to develop their ideas.	Investigate existing products to form a design criteria for own product and use prototypes and cross-sections to communicate choices made.
Be proficient in technical and practical skills needed to design and make a product.	Construction and materials	Cut materials safely and experiment with a range of joining techniques.	Safely demonstrate a range of cutting, shaping and joining techniques, measuring and marking material, and experiment with how to strengthen a structure.	Choose appropriate tools and techniques to cut, shape and join materials, making accurate measures and marks.	Select and use appropriate tools and techniques to cut, shape and join materials, including cuts within a shape (e.g. slots).	Use appropriate tools and techniques to strengthen, reinforce and refine a product.	Select tools based on understanding of materials and cut, shape and join precisely, including refining the finish.
	Cooking and Nutrition	Assemble and cook ingredients safely and hygienically, measuring and weighing with support.	Prepare and cook ingredients safely and hygienically, including measuring and weighing.	Follow a recipe, including measuring and weighing accurately.	Follow a recipe, making an appropriate choice of utensils and preparing ingredients appropriately.	Demonstrate a range of cooking and baking techniques and understand when they may be used.	Create and refine recipes, including ingredients (content and ratio), methods, cooking times and temperatures.
	Other techniques	Textiles, mechanisms, electronics and computing may be incorporated into theme units where appropriate. Electronics and computing will be included in the Science and Computing Programme of Study. Mechanisms will be incorporated into Science units on Forces as well as in Outdoor Learning sessions, and then included in theme units where these are applied in construction of more complex structures combining with skills as set out above for cutting, shaping and joining.					
Use appropriate vocabulary when testing, analysing and evaluating own work and that of others.		Explore, describe and evaluate own and existing products, identifying likes and dislikes.	Give opinions about own and existing products and explore how they may have been created and evaluate against a design criteria, suggesting improvements.	Suggest reasons for differing opinions about own and existing products and consider views of others to improve own work.	Compare effectiveness of own, others' and existing products, justifying opinions with reasons and refining work as appropriate based on these.	Explain and evaluate effectiveness of ideas and products against own design criteria and make improvements throughout the construction process based on this.	Refer to key events and work of designers and the impact of their work when evaluating and analysing work of own and others, including other famous designers.
Make connections to knowledge and skills drawn from other disciplines, solving real and relevant problems and drawing on		Know that products are invented by somebody and identify the need for a product.	Explore how products have been created and suggest reasons as to why they may have been invented, linked to real events and problems.	When learning about an invention, make suggestions as to the knowledge and skills the inventor would have	Explain how key events and individuals have influenced daily life and the wider world, with reference to life in the time period in history in	Investigate the impact of design and technology on daily life and the wider world, referring to cause and effect and the	Identify and apply knowledge and skills from other disciplines, as well as research, to independently suggest a

work of key events and individuals.			needed to use throughout the process.	which a product was invented.	knowledge and skills required.	solution to a real and relevant problem.
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