



Four Oaks Primary School Design and Technology Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<ul style="list-style-type: none"> • Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding • Create collaboratively sharing ideas, resources & skills 	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through own experiences. • Develop and communicate these ideas through talk and drawings and mock-ups where relevant 	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make • Develop, model and communicate their ideas through talking, mock-ups and drawings 	<ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s • Use annotated sketches, prototypes and final product sketches; communication technology, such as web-based recipes, to develop and communicate ideas 	<ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches 	<ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. • Develop and communicate ideas through discussion and annotated drawings 	<ul style="list-style-type: none"> • Use research using surveys, interviews, questionnaires and web-based resources to develop a design specification for a range of functional products • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion • Communicate ideas through annotated sketches and where appropriate computer-aided design

Make	<ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play • Talk about the differences between materials & changes they notice 	<ul style="list-style-type: none"> • Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking • Create representations both imaginary & real-life ideas, events, people & objects • Look closely at similarities, differences, patterns & change 	<ul style="list-style-type: none"> • Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. • Select from a range of ingredients and materials according to their characteristics to create a chosen product 	<ul style="list-style-type: none"> • Plan by suggesting what to do next • Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. • Select new and materials, components, reclaimed materials and construction kits to build and create their products • Use simple finishing techniques suitable for the products they are creating 	<ul style="list-style-type: none"> • Plan the main stages of making. • Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product • Select from and use finishing techniques suitable for the product they are creating 	<ul style="list-style-type: none"> • Order the main stages of making • Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products • Explain their choice of materials according to functional properties and aesthetic qualities • Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties 	<ul style="list-style-type: none"> • Produce detailed lists of equipment and materials relevant to their tasks • Write a step-by-step plan, including a list of resources required • Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources 	<ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components • Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. • Use finishing and decorative techniques suitable for the product they are designing and making
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Evaluate	<ul style="list-style-type: none"> • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<ul style="list-style-type: none"> • Express & communicates working theories, feelings & understandings • Responds imaginatively to art works & objects • Return to & build on previous learning, refining ideas & developing their ability to represent them • Discuss problems & how they might be solved 	<ul style="list-style-type: none"> • Taste, explore and evaluate a range of products to determine the intended user's preferences for the product • Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose 	<ul style="list-style-type: none"> • Explore a range of existing products related to their design criteria • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria 	<ul style="list-style-type: none"> • Investigate a range of ingredients and lever and linkage products relevant to their project. • Test their product against the original design criteria and with the intended user. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> • Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used • Test and evaluate their own products against design criteria and the intended user and purpose • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work 	<ul style="list-style-type: none"> • Investigate and analyse products linked to their final product • Compare the final product to the original design specification and record the evaluations • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose • Consider the views of others to improve their work 	<ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests • Test the system to demonstrate its effectiveness for the intended user and purpose.
Food	<ul style="list-style-type: none"> • Make healthy choices 	<ul style="list-style-type: none"> • Know & talk about the different factors that support their overall health & well-being 	<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project 	<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate • Know and use technical and sensory vocabulary relevant to the project 	<ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught • Know and use relevant technical and sensory vocabulary appropriately 	<ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught • Know and use relevant technical and sensory vocabulary appropriately 	<ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary 	<ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food • Understand about seasonality in relation to food products and the source of different food products • Know and use relevant technical and sensory vocabulary