

Progress Grid Design Technology

	EYFS Early Learning Goal-Media and materials	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> Suggest ideas and explain what they are going to do based on given design criteria Identify a target group for what they intend to design and make Model their ideas in card and paper Talk about their ideas using drawings 	<ul style="list-style-type: none"> Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria with support and modelling Make simple drawings and label parts with support 	<ul style="list-style-type: none"> Develop their design ideas applying findings from their earlier research Generate ideas for an item, considering its purpose and the user/s Identify a purpose and Work out the criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Use ICT if appropriate 	<ul style="list-style-type: none"> Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, suggest alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Use ICT if appropriate 	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (incfood)	Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape ,staples Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, , cut and join fabric with some accuracy –teach running stitch Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, running stich and blanket stitch Measure, cut and join fabric with some accuracy Use simple graphical communication techniques 	<ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens</i> Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together using running and blanket stitch to create a product Achieve a quality product

Evaluating processes and products	Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i> Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved
Key vocabulary	Colour Design Form Explore Primary colours Secondary colours Paint Brush Paper Water Dip	Design Product Talking Drawing mock up Sliders Levers Food Hygiene Ingredients Cutting Material finishing	Design Product Talking Drawing mock up Sliders Levers Food Hygiene Ingredients Shaping Joining Cutting Houses structures stiffen stronger stable textiles finishing	Design criteria Product Levers Food Hygiene Ingredients Shaping Joining Cutting structures stiffen stronger stable textiles appealing sketches pattern prototype accurately	Design criteria Product Food Hygiene Ingredients Shaping Joining Cutting structures stiffen stronger stable textiles appealing sketches pattern Prototype Bulb switch Electricity	Design criteria Product Food Hygiene Ingredients Joining Cutting appealing sketches pattern Prototype Pulleys Gears	Design criteria Product Food Hygiene Ingredients Electricity Bulbs CAMs Control textiles appealing sketches pattern Prototype Aesthetic qualities Functional properties

Adapted by J. Waters