






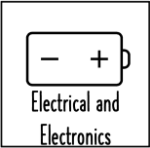

Moor First School

Design and Technology Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
<p><b>Design</b></p>  <p>Design Process</p>	<ul style="list-style-type: none"> <li>-I can select appropriate resources,</li> <li>-I can use gestures, talking and arrangements of materials and components to show design.</li> <li>-I can use contexts set by the teacher and myself.</li> <li>-I can use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-I have own ideas.</li> <li>-I can explain what I want to do.</li> <li>-I can explain what my product is for, and how it will work.</li> <li>-I can use pictures and words to plan.</li> <li>-I can design a product for myself following design criteria.</li> <li>-I can research similar existing products.</li> </ul>	<ul style="list-style-type: none"> <li>-I have own ideas and plan what to do next.</li> <li>-I can explain what I want to do and describe how I may do it.</li> <li>-I can explain the purpose of a product, how it will work and how it will be suitable for the user.</li> <li>-I can describe a design using pictures, words, models, diagrams.</li> <li>-I begin to use ICT.</li> <li>-I can design products for myself and others following design criteria.</li> <li>-I can choose the best tools and materials, and explain choices.</li> <li>-I can use knowledge of existing products to produce ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-I begin to research others' needs.</li> <li>-I can show a design meets a range of requirements.</li> <li>-I can describe the purpose of a product.</li> <li>-I can follow given design criteria.</li> <li>-I have at least one idea about how to create a product.</li> <li>-I can create a plan which shows order, equipment and tools.</li> <li>-I can describe a design using an accurately labelled sketch and words.</li> <li>-I can make design decisions.</li> <li>-I can explain how a product will work.</li> <li>-I can make a prototype.</li> <li>-I can begin to use computers to show my design.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use research for design ideas.</li> <li>-I can show how my design meets a range of requirements and is fit for purpose.</li> <li>-I begin to create my own design criteria.</li> <li>-I have at least one idea about how to create a product and suggest improvements for design.</li> <li>-I can produce a plan and explain it to others.</li> <li>-I can say how realistic my plan is.</li> <li>-I can include an annotated sketch.</li> <li>-I can make and explain design decisions considering availability of resources.</li> <li>-I can explain how a product will work.</li> <li>-I can make a prototype.</li> <li>-I can begin to use computers to show my design..</li> </ul>
<p><b>Make</b></p>  <p>Health &amp; Safety</p>	<ul style="list-style-type: none"> <li>-I can construct with a purpose, using a variety of resources.</li> <li>-I can use simple tools and techniques.</li> <li>-I can build / construct with a wide range of objects.</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain what I'm making and why.</li> <li>-I can consider what I need to do next.</li> <li>-I can select tools/equipment to cut, shape, join, finish and explain my choices.</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain what I am making and why it fits the purpose.</li> <li>-I can make suggestions as to what I need to do next.</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain what I am making and why it fits the purpose.</li> <li>-I can make suggestions as to what I need to do next.</li> <li>-I can describe which tools I'm using and why.</li> </ul>	<ul style="list-style-type: none"> <li>-I can select suitable tools and equipment, explain choices in relation to required techniques and use accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>-I can select tools &amp; techniques to shape, assemble and join.</li> <li>I can replicate structures with materials / components.</li> <li>-I can discuss how to make an activity safe and hygienic.</li> <li>-I can record experiences by drawing, writing, voice recording.</li> <li>-I can understand different media can be combined for a purpose.</li> <li>-I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>-I can make the flange join and treasury tag join.</li> <li>-I can make a slot join.</li> <li>-I can make a tab join.</li> <li>-I can make an l-brace join.</li> <li>-I can make a split pin join.</li> </ul>	<ul style="list-style-type: none"> <li>-I can measure, mark out, cut and shape, with support.</li> <li>-I can choose suitable materials and explain my choices.</li> <li>-I can try to use finishing techniques to make a product look good.</li> <li>-I can work in a safe and hygienic manner.</li> <li>-I can explore using tools e.g. scissors and a hole punch safely.</li> <li>-I can begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> </ul>	<ul style="list-style-type: none"> <li>-I can join materials/components together in different ways.</li> <li>-I can measure, mark out, cut and shape materials and components, with support.</li> <li>-I can describe which tools I'm using and why.</li> <li>-I can choose suitable materials and explain my choices depending on characteristics.</li> <li>-I can use finishing techniques to make a product look good.</li> <li>-I can work safely and hygienically.</li> </ul>	<ul style="list-style-type: none"> <li>-I can choose suitable materials and explain choices depending on characteristics.</li> <li>-I can select suitable tools/equipment, explain choices; begin to use them accurately.</li> <li>-I can select appropriate materials, fit for purpose.</li> <li>-I can work through a plan in order.</li> <li>-I can consider how good a product will be.</li> <li>-I begin to measure, mark out, cut and shape materials/ components with some accuracy.</li> <li>-I begin to assemble, join and combine materials and components with some accuracy.</li> <li>-I begin to apply a range of finishing techniques with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>-I can select appropriate materials, fit for purpose; explain choices.</li> <li>-I can work through a plan in order.</li> <li>-I realise if a product is going to be good quality.</li> <li>-I can measure, mark out, cut and shape materials/components with some accuracy.</li> <li>-I can assemble, join and combine materials and components with some accuracy.</li> <li>-I can apply a range of finishing techniques with some accuracy.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>-I can adapt my work if necessary.</li> <li>-I can dismantle, examine, talk about existing objects/structures.</li> <li>-I can consider and manage some risks. -I can practise some appropriate safety measures independently.</li> <li>-I can talk about how things work.</li> </ul>	<ul style="list-style-type: none"> <li>-I can talk about my work, linking it to what I was asked to do.</li> <li>-I can talk about existing products considering: use, materials, how they work, audience, where they might be used.</li> <li>-I can talk about existing products, and say what is and isn't good.</li> </ul>	<ul style="list-style-type: none"> <li>-I can describe what went well, thinking about design criteria.</li> <li>-I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</li> <li>-I can evaluate how good existing products are.</li> </ul>	<ul style="list-style-type: none"> <li>-I can look at design criteria while designing and making.</li> <li>-I can use design criteria to evaluate finished a product.</li> <li>-I can say what I would change to make a design better.</li> <li>-I begin to evaluate existing products, considering: how well</li> </ul>	<ul style="list-style-type: none"> <li>-I can refer to design criteria while designing and making.</li> <li>-I can use criteria to evaluate a product.</li> <li>-I can begin to explain how I could improve my original design.</li> <li>-I can evaluate existing products, considering: how well they've been made, materials, whether</li> </ul>

	<ul style="list-style-type: none"> <li>-I can look at similarities and differences between existing objects / materials / tools.</li> <li>-I show an interest in technological toys.</li> <li>-I can describe textures.</li> <li>-I can begin to talk about how I could make it better.</li> </ul>	<ul style="list-style-type: none"> <li>-I can talk about things that other people have made.</li> <li>-I can begin to talk about what could make a product better.</li> </ul>	<ul style="list-style-type: none"> <li>-I can talk about what I would do differently if I were to do it again and why.</li> </ul>	<ul style="list-style-type: none"> <li>they have been made, materials, whether they work, how they have been made, fit for purpose.</li> <li>-I begin to understand by whom, when and where products were designed.</li> <li>-I can learn about some inventors/designers / engineers/chefs/manufacturers of ground-breaking products.</li> </ul>	<ul style="list-style-type: none"> <li>they work, how they have been made, fit for purpose.</li> <li>-I can discuss by whom, when and where products were designed.</li> <li>-I can research whether products can be recycled or reused.</li> <li>-I know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products.</li> </ul>
<p><b>Technical Knowledge- Materials/ Structures</b></p>  <p>Structures</p>		<ul style="list-style-type: none"> <li>-I can make my model stronger.</li> <li>-I can begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>-I can measure materials.</li> <li>-I can describe some different characteristics of materials.</li> <li>-I can join materials in different ways.</li> <li>-I can use joining, rolling or folding to make it stronger.</li> <li>-I can use my own ideas.</li> <li>-I can build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>-I can measure and join materials to create structures.</li> </ul>	<ul style="list-style-type: none"> <li>-I can measure carefully to avoid mistakes.</li> <li>-I can attempt to make a product strong.</li> <li>-I can continue working on a product even if the original didn't work.</li> <li>-I can make a strong, stiff structure.</li> <li>-I understand how to reinforce and strengthen a 3D framework.</li> </ul>
<p><b>Technical Knowledge- Mechanisms</b></p>  <p>Mechanisms</p>		<ul style="list-style-type: none"> <li>-I can begin to use levers or slides.</li> <li>-I can begin to use wheels and axles.</li> <li>-I can make a product which moves.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use levers or slides.</li> <li>-I understand how to use wheels and axles</li> </ul>	<ul style="list-style-type: none"> <li>-I can select appropriate tools / techniques.</li> <li>-I can alter a product after checking, to make it better.</li> <li>-I can begin to try new/different ideas.</li> <li>-I can use simple lever and linkages or pneumatic systems to create movement.</li> </ul>	<ul style="list-style-type: none"> <li>-I know how mechanical systems such as cams or pulleys or gears create movement.</li> </ul>

<p><b>Technical Knowledge- Textiles</b></p> 	<ul style="list-style-type: none"> <li>-I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.</li> <li>-I can weave with support.</li> </ul>	<ul style="list-style-type: none"> <li>-I can measure, cut and join textiles to make a product, with some support.</li> <li>-I can choose suitable textiles.</li> <li>-I can begin to thread a needle independently.</li> <li>-I can begin to make a knot at the end of the thread.</li> <li>-I begin to produce a simple running stitch.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use large eyed needles to create running stitches.</li> <li>-I can use basic sewing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-I can join different textiles in different ways.</li> <li>-I can choose textiles considering appearance and functionality.</li> <li>-I can start to measure, tape or pin, cut and join fabric with some accuracy.</li> <li>-I can begin to understand that a simple fabric shape can be used to make a 3D textiles project</li> </ul>	<ul style="list-style-type: none"> <li>-I can sew using a range of different stitches, to weave and knit.</li> <li>-I can demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</li> </ul>
<p><b>Technical Knowledge- Electrical Systems</b></p> 				<ul style="list-style-type: none"> <li>-I can start to understand that mechanical and electrical systems have an input, process and output.</li> <li>-I know how simple electrical circuits and components can be used to create functional products.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use a number of components in a circuit.</li> <li>-I can program a computer to control a product.</li> <li>-I understand how more complex electrical circuits and components can be used to create functional products.</li> </ul>
<p><b>Food and Nutrition</b></p> 	<ul style="list-style-type: none"> <li>-I can begin to understand some food preparation tools, techniques and processes.</li> <li>-I can practise stirring, mixing, pouring, blending.</li> <li>-I can discuss how to make an activity safe and hygienic.</li> <li>-I can discuss the use of senses.</li> <li>-I can understand the need for variety in food.</li> <li>-I can begin to understand that eating</li> </ul>	<ul style="list-style-type: none"> <li>-I can describe textures.</li> <li>-I can wash hands &amp; clean surfaces.</li> <li>-I can think of interesting ways to decorate food.</li> <li>-I can say where some foods come from, (i.e. plant or animal).</li> <li>-I can describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>-I can discuss how fruit and vegetables are healthy.</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain hygiene and keep a hygienic kitchen.</li> <li>-I can describe the properties of ingredients and importance of a varied diet.</li> <li>-I can say where food comes from (animal, underground etc.)</li> <li>-I can describe how food is farmed, home-grown, caught.</li> <li>-I can draw the eat well plate; explain there are groups of food.</li> </ul>	<ul style="list-style-type: none"> <li>-I can carefully select ingredients.</li> <li>-I can use equipment safely.</li> <li>-I can make a product look attractive.</li> <li>-I can think about how to grow plants to use in cooking.</li> <li>-I can begin to understand food comes from the UK and the wider world.</li> <li>-I can describe how a healthy diet=</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain how to be safe/hygienic.</li> <li>-I can think about presenting a product in interesting/ attractive ways.</li> <li>-I can understand ingredients can be fresh, pre-cooked or processed.</li> <li>-I begin to understand about food being grown, reared or caught in the UK or wider world.</li> <li>-I can describe the eat well plate and how a healthy diet=variety /</li> </ul>

	<p>well contributes to good health.  -I can talk about ways to keep healthy.</p>	<p>-I can cut, peel and grate safely, with support.</p>	<p>-I can describe "five a day".  -I can cut, peel and grate with increasing confidence.</p>	<p>variety/balance of food/drinks.  -I can explain how food and drink are needed for active/healthy bodies.  -I can prepare and cook some dishes safely and hygienically.  -I am growing in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>balance of food and drinks.  -I can explain the importance of food and drink for active, healthy bodies.  -I can prepare and cook some dishes safely and hygienically.  -I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
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