

**Expressive arts and design**

Use a range of small tools, including scissors. Safely use and explore a range of materials, tools and techniques. Experimenting with colour, design, texture and function. Share their creation explaining the processes they use.

EYFS



**Design**

Children can create a simple plan before making. Explain to someone else how they want to make their product.

Year One



**Make**

Cut food safely and make a product which moves. They choose appropriate resources and tools.

**Evaluate**

Describe how something works and make adaptations to make their design better.

Year Two



**Design**

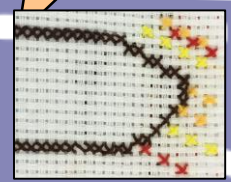
Think of an idea and plan what to do next. Children can choose tools and materials and explain why they have chosen them.

**Make**

Children can join materials and components in different ways. They measure materials to use in a model or structure and can describe the ingredients they are using.

**Evaluate**

Children can explain what went well with their work and explain why they have chosen specific textiles.



**Key Stage 1**

Children will design purposeful, functional, appealing products for themselves and other users based on design criteria. Develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical and select from and use a wide range of materials and components. Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

**Expressive arts and design**

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

**Make**

Present a product in an interesting way. Measure accurately; persevere and adapt their work when original ideas do not work. Know how to be both hygienic and safe when using food.

**Design**

Children use ideas from other people when designing. They produce a plan and explain it.

**Evaluate**

Follow a step-by-step plan, choosing the right equipment and materials and evaluate success. Describe how well food ingredients came together.

**Make**

Choose a material for both its suitability and its appearance. Make a product which uses both electrical and mechanical components. Work accurately to measure, make cuts and make holes.

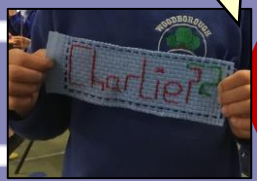
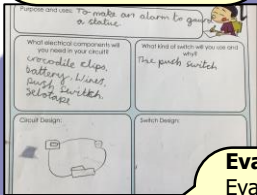
Year Three



**Design**

I design a product and make sure that it looks attractive. Prove that their design meets some set criteria.

Key stage 2 children will use research criteria to inform the design of innovative, functional, appealing products. Select from and use a wider range of tools and equipment. Use a wider range of materials and components. Investigate a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



Year Four

**Evaluate**

Evaluate and suggest improvements for their designs. Assess products for both their purpose and appearance. Explain how to improve original designs.

**Make**

Use a range of tools and equipment competently. Show that they can be both hygienic and safe in the kitchen.

**Design**

Use market research to inform plans and ideas. Show that they consider culture and society in their plans and designs.

**Make**

Follow and refine their plans. Explain how products should be stored and give reasons. Work within a budget.

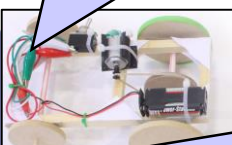
Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Year Five



**Design**

Produce a range of ideas after collecting information from different sources. Create a detailed, step-by-step-plan. Make a prototype before making a final version.



Year Six

**Evaluate**

Suggest alternative plans; outlining the positive features and drawbacks. Explain how a product will appeal to a specific audience. Evaluate appearance and function against original criteria.

**Evaluate**

Show that they can test and evaluate my products. Evaluate their product against clear criteria. Explain how products should be stored and give reasons.



**Woodborough CofE Primary School's DT Curriculum Progression**

