**Skills Progression**

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Designing:** -To be able to work confidently within a range of contexts – imaginary, story-based, home, school, gardens, playgrounds, community, industry -To state what products they are designing and making -Say whether products are for themselves or others-Describe what their products are for and how they will work -Say how they will make their products suitable for other users -Use simple design criteria to help develop their ideas -Generate ideas by drawing on their own experiences -Use knowledge of existing products to help come up with ideas -Model ideas by exploring materials and making templates -Use ICT to communicate and develop ideas | **Designing:** -Work confident within a range of contexts- home, school, culture, leisure, enterprise, industry -Describe the purpose of their products -Indicate the design features of their products that will appeal to intended audiences -Explain how particular parts of their products work -Gather information about the needs and wants of particular groups and individuals -Develop their own design criteria and use these to inform their ideas | **Designing:** -Work confident within a range of contexts- home, school, culture, leisure, enterprise, industry -Describe the purpose of their products -Indicate the design features of their products that will appeal to intended audiences -Explain how particular parts of their products work -Carry out research, using surveys, interviews, questionnaires and web-based resources -identify the needs, wants, preferences and values of particular individuals and groups -develop a simple design specification to guide their thinking |
|  | **Making:** -To be able to plan by suggesting what to do next -To select from a range of tools and equipment, explaining their choices -Select from a range of materials and components according to their characteristics. -Follow procedures for safety and hygiene -Use a range of materials and components -Measure, mark out, cut and shape materials and components -Assemble, join and combine components -Use finishing techniques | **Making:** - Select tools, equipment, materials and components suitable for the task - Explain their choice of tools and equipment in relation to the skills and techniques they will be using - Explain their choice of materials and components according to functional properties and aesthetic qualities - Order the main stages of making - Measure, mark out, cut and shape materials and components with some accuracy - Assemble, join and combine materials and components with some accuracy - Apply a range of finishing techniques, with some accuracy | **Making:** -Select tools, equipment, materials and components suitable for the task -Explain their choice of tools and equipment in relation to the skills and techniques they will be using -Explain their choice of materials and components according to functional properties and aesthetic qualities -Produce appropriate lists of tools, equipment and materials they will need -Formulate step by step plans as a guide to making -Accurately measure, mark out, cut and shape materials and components -accurately assemble, join and combine materials and components -Use techniques that involve a number of steps -Demonstrate resourcefulness when tackling practical problems |
|  | **Evaluating:** -Communicate their design ideas -Make simple judgements about their products and ideas against design criteria -Suggest how their products could be improved | **Evaluating:** -Be able to identify the strengths and areas for development in their ideas and products -Consider the views of others, including intended users, to improve their work -Refer to their design criteria as they design and make -Use their design criteria to evaluate their completed products | **Evaluating:** -Be able to identify the strengths and areas for development in their ideas and products -Consider the views of others, including intended users, to improve their work -Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make -Evaluate their ideas and products against their original design specification |

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|  | **Food – Preparing fruit kebabs** **Food and nutrition:** -that all food comes from plants or animals -that food has to be farmed, grown elsewhere or caught-how to name and sort foods into the five groups -everyone should eat at least 5 portions of fruit and veg a day -how to prepare simple dishes safely and hygienically, without using a heat source -how to use techniques such as cutting, peeling and grating -that food ingredients should be combined based on their sensory characteristics | **Mechanisms – Sliders and levers****Frozen Planet** - Know the correct technical vocabulary for the projects that they are undertaking - Know about the simple working characteristics of materials and components - Know about the movement of simple mechanisms such as levers, sliders, wheels and axles**Structures – Making boats****Land Ahoy** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know how freestanding structures can be made stronger, stiffer and more stable**Cooking and Nutrition – A balanced diet****Our Wonderful World** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know that food ingredients can be fresh, pre-cooked and processed - Know that food is grown, reared and caught - How to cook a variety of mainly savoury dishes safely and hygienically, with the use of a heat source -How to use a range of techniques including: peeling, chopping, slicing, grating, mixing, spreading, kneading, baking -A healthy diet is made up of a variety and balance of different food and drink -To be active and healthy, food and drink are needed to provide energy for the body | **Textiles – Making cushions****The Romans** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know that a 3-d textiles product can be assembled from two identical fabric shapes**Digital World – Urban Pioneers****Electronic charm****Mechanism – Water Wheel**(See Kapow) | **Textiles – Sewing Runes****Vikings** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know that a single fabric shape can be used to make a 3d textiles product**Cooking and Nutrition – Chocolate Truffles****Rumble in the Jungle -** Know the correct technical vocabulary for the projects that they are undertaking – That food is grown, reared and caught - how to cook a variety of mainly savoury dishes safely and hygienically, with the use of a heat source - how to use a range of techniques including: peeling, chopping, slicing, grating, mixing, spreading, kneading, baking - a healthy diet is made up of a variety and balance of different food and drink - to be active and healthy, food and drink are needed to provide energy for the body - that a recipe can be adapted by adding or substituting one or more ingredients | **Structures – Medieval shields and helmets****Princes, Peasants and Pestilence** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know how to make strong, stiff shell structures - Know how to reinforce and strengthen a 3d framework**Cooking and Nutrition – Greek food****Ancient Greece** **-** Know the correct technical vocabulary for the projects that they are undertaking - that food is grown, reared and caught -how to cook a variety of mainly savoury dishes safely and hygienically, with the use of a heat source -how to use a range of techniques including: peeling, chopping, slicing, grating, mixing, spreading, kneading, baking -a healthy diet is made up of a variety and balance of different food and drink -to be active and healthy, food and drink are needed to provide energy for the body - that a recipe can be adapted by adding or substituting one or more ingredients | **Electrical systems – Lighthouses****The World at War** **-** Know the correct technical vocabulary for the projects that they are undertaking - Know how simple and more complex electrical circuits and components can be used to create functional products**Digital world – Navigating the World****Explorers and Adventurers** (See Kapow) |