**Skills Progression**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **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) |