

Design & Technology Progression of Skills

Innovating & Evaluating

Year Groups	Skills- to be used in all units
EYFS -To design a building that cannot be blown down. -To design a hanging decoration To design a soup	Existing Products Talk about how existing products have developed between the past and the presents and why Explore product parts e.g., wheels, ladders and why certain features are included in designs
	Own Ideas and Products With adult support, talk about whether designs are successful based upon joining techniques With adult support, talk about adjustments that can be made to improve products
	Existing Products – Children should discuss... What products are Who products are for The purpose of products How products work How products are used Where products might be used What materials products are made from and why What they like and dislike about products How existing products measure up against simple design criteria and use this to inform their own design decisions The comparison of similar products against design criteria and make judgements
Year 1 -To design equipment for the playground. -To design an outfit to keep Mr Postmouse warm. -To design a healthy lunch for a school trip. Year 2 -To design a structure that floats. -To design a soft toy for Emily Brown -To design a moving vehicle	Own Ideas and Products Test the how effective their product fits against simple design criteria Make simple judgements about what is successful about their product in response to design criteria Suggest how their products could be improved based on simple design criteria and the testing of their product
	Existing Products – Children should investigate and analyse... Who designed and made the products Where products were designed and made When products were designed and made Whether products can be recycled or reused
	Own Ideas and Products Use their own design criteria to evaluate their completed products Make suggestions for improvements based upon their evaluations
Year 3 -To design a pneumatic toy. -To design a healthy snack for break time. -To design a comfortable item to lie a head on. Year 4 -To design a light to use whilst reading at night. -To design a stable structure that provides shade -To design a cheaper alternative to an existing product	Existing Products – Children should investigate and analyse... How much products cost to make How innovative products are How sustainable the materials in products are What impact products have beyond their intended purpose
	Own Ideas and Products. Critically evaluate the quality of their product in response to design, manufacture and fitness for purpose Evaluate their ideas against their original design specification
	Existing Products – Children should investigate and analyse... How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been chosen How well products work How well products achieve their purposes How well products meet user needs and wants
Year 5 -To design a healthier sauce -To design a structure that connects two places from a distance -To design an alarm Year 6 -To design an item of clothing for a soldier -To design a three course meal -To design an automata toy	Own Ideas and Products. Identify the strengths in their ideas and products judged against a design brief Consider the views of others, including intended users, to improve their work
3-6	Existing Products – Children should investigate and analyse... How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been chosen How well products work How well products achieve their purposes How well products meet user needs and wants