Design & Technology Progression of Skills

Designing

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**	**Understanding contexts, users, and purposes** Discussing real-life and imaginary design problems and exploring different solutions **Generating, developing, modelling, and communicating ideas** Begin to create designs with labels and annotations Begin to explain who they are creating a design for and why
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**	**Understanding contexts, users, and purposes** Consider products for a range of imaginary and real-life contexts Communicate what product they are designing, its user and its intended purpose Identify the different parts of their intended product and why they are a part of their design Explain how their product is suitable for its intended user and purpose Identify how their product will meet simple design criteria **Generating, developing, modelling, and communicating ideas** Use knowledge of existing products to support ideas Develop and communicate ideas by talking, drawing, labelling, annotating Explore materials and components before and during the design process Make templates and mock-ups
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**	**Understanding contexts, users, and purposes** Gather information about the needs and wants of individuals and groups in response to a design brief. Develop their own design criteria which is used to inform their ideas. **Generating, developing, modelling, and communicating ideas** Generate realistic ideas, focusing on the needs of the user. Make decisions when designing which take availability of resources into account.
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**	**Understanding contexts, users, and purposes.** Carry out independent research in response to a brief. Independently identify the needs, wants, preferences and values of groups and individuals. Develop their own design specification to guide their thinking. **Generating, developing, modelling, and communicating ideas.** Drawing on research when design to support the generation of innovative ideas. Generating designs that consider constraints on; time, resources and costs.
3-6	**Understanding contexts, users, and purposes.** Design products across a range of varied contexts Indicate how the design features of their products will appeal to its intended user Explain how particular parts of their products will work **Generating, developing, modelling, and communicating ideas.** Share and clarify ideas through discussion Develop and communicate ideas through annotated sketches, cross-sectional drawings and exploded diagrams Model ideas through prototypes Use CAD to develop and communicate ideas