

## St Mary's CE Primary School – Steps in Learning

### Progression of Skills in Design Technology

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b><u>Developing, planning and communicating ideas.</u></b>	<p>Begin to use the language of designing and making e.g. join, build, shape.</p> <p>Learn about planning and adapting ideas to make them better.</p> <p>Draw on their own experiences to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>		<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>		<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><b><u>Working with tools, equipment, materials and components to make quality products (inc-food)</u></b></p>	<p>Learn to construct with a purpose in mind.</p> <p>Select tools and techniques needed to shape, assemble and join materials.</p> <p>Learn how to use a range of tools e.g. scissors, hole-punch, stapler, woodworking tools, rolling pins, pastry cutters.</p> <p>Learn how an everyday object works by dismantling.</p> <p>Begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>		<p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment.</p> <p>Use basic sewing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p> <p>Select tools and techniques for making their product.</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps improve their work.</p> <p>Demonstrate hygienic food preparation and storage.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>		<p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Sew using a range of different stitches, weaves and knits.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use simple graphical communication techniques.</p>	<p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Assemble components to make working models.</p> <p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p>Pin, sew and stitch materials together to create a product.</p> <p>Achieve a quality product.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><b><u>Evaluating processes and products</u></b></p>	<p>Begin to talk about changes made during the making process e.g. making a decision to use a different joining method.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p>		<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate familiar products.</p>		<p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>	