



# **EYFS – Design and Technology Skills Progression**

**Intent:** At Pot Kiln we believe that children should be given the practical skills and inspiration to plan, design and create products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

<p><b>Developing, planning and communicating ideas</b>  <b>planning and communicating ideas.</b></p> <p>- <b>Moving and Handling</b>          To use simple tools to effect changes to materials.          To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Health and Self Care</b>          To show understanding of the need for safety when tackling new challenges and consider and manage some risks.          To show understanding of how to transport and store equipment safely.          To practise some appropriate safety measures without direct supervision.</p> <p><b>ELG</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b>  <b>Using and Exploring Media and Materials</b>          To explore what happens when they mix colours.          To experiment to create different textures.          To understand that different media can be combined to create new effects.          To manipulate materials to achieve a planned effect.          To construct with a purpose in mind, using a variety of resources.          To use simple tools and techniques competently and appropriately.          To select appropriate resources and adapt work where necessary.          To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Exploring Media and Materials</b>          To create simple representations of events, people and objects.          To choose particular colours to use for a purpose.  <b>ELG</b> To handle equipment and tools effectively, including pencils for writing.</p>
<p><b>Evaluating processes and products</b>  <b>Being Imaginative</b>  <b>ELG</b> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Food and Nutrition</b></p> <p>-</p>



# **Year 1 – Design and Technology Skills Progression**

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<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Draw on their own experience to help generate ideas</li><li>- Suggest ideas and explain what they are going to do</li><li>- Identify a target group for what they intend to design and make</li><li>- Model their ideas in card and paper</li><li>- Develop their design ideas applying findings from their earlier research</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Make their design using appropriate techniques</li><li>- With help measure, mark out, cut and shape a range of materials</li><li>- Use tools e.g. scissors and a hole punch safely</li><li>- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tap</li><li>- Use simple finishing techniques to improve the appearance of their product</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate their product by discussing how well it works in relation to the purpose</li><li>- Evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>- Evaluate their product by asking questions about what they have made and how they have gone about it</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- use the basic principles of a healthy and varied diet to prepare dishes</li><li>- understand where food comes from.</li><li>- Select and use appropriate fruit and vegetables, processes and tools</li><li>- Use basic food handling, hygienic practices and personal hygiene</li><li>- Use simple tools with help to prepare food safely.</li><li>- Talk about the food they eat at home and begin to discuss what healthy foods are.</li></ul>



## Year 2 – Design and Technology Skills Progression

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<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Generate ideas by drawing on their own and other people's experiences</li><li>- Develop their design ideas through discussion, observation, drawing and modelling</li><li>- Identify a purpose for what they intend to design and make</li><li>- Identify simple design criteria</li><li>- Make simple drawings and label parts</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Begin to select tools and materials; use vocab' to name and describe them</li><li>- Measure, cut and score with some accuracy</li><li>- Use hand tools safely and appropriately</li><li>- Assemble, join and combine materials in order to make a product</li><li>- Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li><li>- Choose and use appropriate finishing techniques</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate against their design criteria</li><li>- - Evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>- - Talk about their ideas, saying what they like and dislike about them</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- Follow safe procedures for food safety and hygiene</li><li>- Understand that food needs to be farmed, grown or caught.</li><li>- use the basic principles of a healthy and varied diet to prepare dishes</li></ul>



## **Year 3 – Design and Technology Skills Progression**

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<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Generate ideas for an item considering its purpose and the user/s</li><li>- Identify a purpose and establish criteria for a successful product.</li><li>- Plan the order of their work before starting</li><li>- Explore, develop and communicate design proposals by modelling ideas</li><li>- Make drawings with labels when designing</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Select tools and techniques for making their product</li><li>- Measure, mark out, cut, score and assemble components with more accuracy</li><li>- Work safely and accurately with a range of simple tools</li><li>- Think about their ideas as they make progress and be willing change things if this helps them improve their work</li><li>- Measure, tape or pin, cut and join fabric with some accuracy</li><li>- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li><li>- Disassemble and evaluate familiar products</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- Demonstrate hygienic food preparation and storage</li><li>- Talk about the different food groups and name food from each group.</li><li>- Understand that food has to be grown, farmed or caught in Europe and the wider world.</li><li>- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</li></ul>



## **Year 4 – Design and Technology Skills Progression**

**Intent:** At Pot Kiln we believe that children should be given the practical skills and inspiration to plan, design and create products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Generate ideas, considering the purposes for which they are designing</li><li>- Make labelled drawings from different views showing specific features</li><li>- 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</li><li>- Evaluate products and identify criteria that can be used for their own designs</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Select appropriate tools and techniques for making their product</li><li>- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li><li>- Join and combine materials and components accurately in temporary and permanent ways</li><li>- Sew using a range of different stitches, weave and knit</li><li>- Measure, tape or pin, cut and join fabric with some accuracy</li><li>- Use simple graphical communication techniques</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate their work both during and at the end of the assignment</li><li>- Evaluate their products carrying out appropriate tests</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</li><li>- Understand seasonality and the advantages of eating seasonal and locally produced food.</li><li>- Read and follow recipes which involve several processes, skills and techniques.</li></ul>



## **Year 5 – Design and Technology Skills Progression**

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<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Generate ideas through brainstorming and identify a purpose for their product</li><li>- Draw up a specification for their design</li><li>- 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</li><li>- Use results of investigations, information sources, including ICT when developing design ideas</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Select appropriate materials, tools and techniques</li><li>- Measure and mark out accurately</li><li>- Use skills in using different tools and equipment safely and accurately</li><li>- Cut and join with accuracy to ensure a good-quality finish to the product</li><li>-</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate a product against the original design specification</li><li>- Evaluate it personally and seek evaluation from others</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- Weigh and measure accurately (time, dry ingredients, liquids)</li><li>- Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li><li>- Understand the main food groups and the different nutrients that are important for health.</li><li>- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</li><li>- Select appropriate ingredients and a wide range of techniques to combine them.</li></ul>



## **Year 6 – Design and Technology Skills Progression**

**Intent:** At Pot Kiln we believe that children should be given the practical skills and inspiration to plan, design and create products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

<p><b>Developing, planning and communicating ideas</b> <b>planning and communicating ideas.</b></p> <ul style="list-style-type: none"><li>- Communicate their ideas through detailed labelled drawings</li><li>- Develop a design specification</li><li>- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li><li>- Plan the order of their work, choosing appropriate materials, tools and techniques</li></ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"><li>- Select appropriate tools, materials, components and techniques</li><li>- Assemble components make working models</li><li>- Use tools safely and accurately</li><li>- Construct products using permanent joining techniques</li><li>- Make modifications as they go along</li><li>- Pin, sew and stitch materials together create a product</li><li>- Achieve a quality product</li></ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"><li>- Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests</li><li>- Record their evaluations using drawings with labels</li><li>- Evaluate against their original criteria and suggest ways that their product could be improved</li></ul>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"><li>- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</li><li>- Use information on food labels to inform choices.</li><li>- Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</li></ul>

# **Design Technology at Pot Kiln**

## **Intent**

At Pot Kiln we believe that children should be given the practical skills and inspiration to plan, design and create products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators.

## **Implementation**

Design and Technology skills and understanding are taught through topics using a cross curricular approach that is relevant and timely in the children's education. This allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. By revisiting and consolidating skills and resources this helps children to build on prior knowledge alongside introducing new skills, knowledge and challenge. The revision and introduction of key vocabulary is built upon each lesson and in each year group to ensure that children are allowed opportunities to repeat and revise this knowledge. At Pot Kiln we intend to inspire pupils to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.

## **Impact**

The impact of the cross curricular approach, will be seen across the school with an increase in the profile of Design and Technology. The learning environment across the school will be more consistent with design and technology technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of design and technology-specific half term projects and learning together sessions. We want to ensure that Design and Technology is loved by teachers, parents and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future. Impact can also be measured through conversations with children and the termly analysis of data, which pinpoints areas for development and strengths in design technology.