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| **DT progressive skills** | **EYFS** | | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** |
| **Skill development throughout year groups** | **-Fine motorskills (holding pencil/ pressure of pencil- take a line for a walk/ holding a knife safely)**  **-Using tools of their selection to build structures**  **-To explore balance of materials**  **-Use materials around them to layer, glue, cut, rip** | | **-use their knowledge of existing products and their own experience to help generate ideas as a group**  **-explain how their products look and talk through drawings**  **-select from materials, textiles and components according to characteristics**  **-with help, assemble, join and combine materials**  **-exploring how they can be made stronger, stiffer and more stable** | **-use their knowledge of existing products and their own experience to help generate ideas**  **-design products that have purpose**  **-explain how their products look and talk through annotated drawings**  **-understand and follow simple design criteria**  **-select from a range of materials, textiles and components according to characteristics**  **-with help assemble, join and combine materials**  **-begin to use simple finishing techniques, such as decorations**  **-explore and evaluate existing products mainly through discussions evaluations**  **-exploring how they can be made stronger, stiffer and more stable** | **-look at a range of existing products to help generate ideas**  **-design appealing products with a purpose**  **-explore different initial ideas as a group before coming up with final design**  **-develop and follow a simple criteria**  **-select tools and equipment and explain choices with growing confidence**  **-place main stages of making in a logical order**  **-measure and mark with growing confidence and growing accuracy**  **-improve the final product**  **-alter plans depending on feed back and improvements needed**  **-evaluate their product against their original design**  **-strengthen, stiffen and reinforce complex structures**  **-explain how levers create movement** | **-explore broad range of existing products to help generate ideas**  **-design appealing products with a clear purpose**  **-explain how particular parts of their products work**  **-use annotated sketches to communicate ideas**  **- explain choice of materials including functionality and aesthetic**  **-develop and follow a simple criteria**  **-carefully select a range of tools and equipment and explain choices with growing confidence**  **-measure, cut, join and mark with growing confidence**  **-use a finishing technique to improve the final product**  **-explore and evaluate existing products, explaining the purpose of the product and whether it has been designed to meet the purpose**  **-evaluate their product against their original design**  **-understand that materials have both functional and aesthetic properties**  **-strengthen, stiffen and reinforce complex structures** | **-use research to inform and develop detailed design**  **(innovative and appealing)**  **-know of a broad range of existing products to generate ideas**  **-explain how particular parts of their products work with annotated sketches**  **-select from a range of tools and equipment; explaining their choices**  **- create a guide**  **-take measurements needed**  **-cut a range of materials with growing precision and accuracy**  **-shape and score with growing precision and accuracy**  **-assemble, join, tape, pin, cut, shape and combine materials with growing accuracy-evaluate quality, manufacture and fitness for purpose of their finished product**  **-evaluate their finished product against their original design criteria**  **-apply their understanding of how to strengthen, stiffen and reinforce complex structures to create useful products** | **-use research to inform and develop detailed design**  **(innovative and appealing) independently and using a range of sources**  **-know of a broad range of existing products to generate ideas**  **-explain how particular parts of their products work with annotated and blown up sketches**  **-select from a range of tools and equipment; explaining their choices**  **- create a detailed step by step guide**  **-take measurements needed accurately**  **-cut a range of materials with growing mastery**  **-shape and score with growing precision and accuracy**  **-assemble, join, tape, pin, cut, shape and combine materials with growing accuracy**  **-evaluate quality, manufacture and fitness for purpose of their finished product**  **-evaluate their finished product against their original design criteria**  **-apply their understanding of how to strengthen, stiffen and reinforce complex structures to create useful products** |
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