



Barrowcliff School
Skills Progression Grid
DESIGN TECHNOLOGY

EYFS - Year 6	Design	Make	Evaluate	Technical Knowledge	Food and Nutrition
EYFS	<p>I can select appropriate resources.</p> <p>I can use gestures, talking and arrangements of materials and components to show my design.</p> <p>I can use contexts set by the teacher and myself.</p> <p>I can use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p>	<p>I can construct with a purpose, using a variety of resources.</p> <p>I can use simple tools and techniques.</p> <p>I can build / construct with a wide range of objects.</p> <p>I can select tools & techniques to shape, assemble and join.</p> <p>I can replicate structures with materials / components.</p> <p>I can discuss how to make an activity safe and hygienic.</p>	<p>I can adapt my work if necessary.</p> <p>I can dismantle, examine and talk about existing objects/structures.</p> <p>I can consider and manage some risks.</p> <p>I can practise some appropriate safety measures independently.</p> <p>I can talk about how things work.</p> <p>I can look at similarities and differences between existing objects, materials and tools.</p> <p>I can show an interest in technological toys.</p>		<p>I can begin to understand some food preparation tools, techniques and processes.</p> <p>I can practise stirring, mixing, pouring and blending.</p> <p>I can discuss how to make an activity safe and hygienic.</p> <p>I can discuss use of senses.</p> <p>I can understand the need for variety in food.</p> <p>I can begin to understand that eating well contributes to good health.</p>

		<p>I can record experiences by drawing, writing and voice recording.</p> <p>I can understand different media can be combined for a purpose</p>			
Year 1	<p>I can think of my own ideas.</p> <p>I can explain what I want to do.</p> <p>I can explain what my product is for, and how it will work.</p> <p>I can use pictures and words to plan, begin to use models.</p> <p>I can design a product for myself following design criteria.</p> <p>I can research similar existing products.</p>	<p>I can explain what I'm making and why.</p> <p>I can consider what I need to do next.</p> <p>I can select tools/equipment to cut, shape, join, finish and explain my choices.</p> <p>I can measure, mark out, cut and shape, with support.</p> <p>I can choose suitable materials and explain my choices.</p> <p>I can try to use finishing techniques to make my product look good.</p>	<p>I can talk about my work, linking it to what I was asked to do.</p> <p>I can talk about existing products considering: use, materials, how they work, audience and where they might be used.</p> <p>I can talk about existing products, and say what is and isn't good.</p> <p>I can talk about things that other people have made.</p> <p>I can begin to talk about what could make my product better.</p>	<p>I can begin to measure and join materials, with some support.</p> <p>I can describe differences in materials.</p> <p>I can suggest ways to make material/product stronger.</p> <p>I can begin to use levers or slides.</p> <p>I can measure, cut and join textiles to make a product, with some support</p> <p>I can choose suitable textiles.</p>	<p>I can describe textures of food.</p> <p>I can wash hands and clean surfaces.</p> <p>I can think of interesting ways to decorate food.</p> <p>I can say where some foods come from, (i.e. plant or animal).</p> <p>I can describe differences between some food groups (i.e. sweet, vegetable etc.).</p> <p>I can discuss how fruit and vegetables are healthy.</p>

		I can work in a safe and hygienic manner.			I can cut, peel and grate safely, with support.
Year 2	<p>I can think of my own ideas and plan what to do next.</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain purpose of product, how it will work and how it will be suitable for the user.</p> <p>I can describe design using pictures, words, models and diagrams.</p> <p>I can design products for myself and others following design criteria.</p> <p>I can choose the best tools and</p>	<p>I can explain what I am making and why it fits the purpose.</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join materials/components together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components, with support.</p> <p>I can describe which tools I'm using and why.</p> <p>I can choose suitable materials and explain choices.</p> <p>I can use finishing techniques to make my product look good.</p>	<p>I can describe what went well, thinking about design criteria.</p> <p>I can talk about existing products considering: use, materials, how they work, audience, where they might be used; expressing my personal opinion.</p> <p>I can evaluate how good existing products are.</p> <p>I can evaluate my ideas and products against design criteria.</p> <p>I can talk about what I would do differently if I were to do it again and why.</p>	<p>I can measure materials.</p> <p>I can describe some different characteristics of materials.</p> <p>I can join materials in different ways.</p> <p>I can use joining, rolling or folding to make my product stronger.</p> <p>I can use own ideas to try to make my product stronger.</p> <p>I can use levers or slides.</p> <p>I can begin to understand how to use wheels and axles.</p> <p>I can measure textiles and join textiles together to make a</p>	<p>I can explain hygiene and keep a hygienic kitchen.</p> <p>I can describe properties of ingredients and importance of varied diet.</p> <p>I can say where food comes from (animal, underground etc.).</p> <p>I can describe how food is farmed, home-grown and caught.</p> <p>I can draw eat well plate; explaining the different food groups.</p> <p>I can explain what "five a day" means.</p> <p>I can cut, peel and grate with increasing confidence.</p>

	<p>materials, and explain why I have chosen them.</p> <p>I can use knowledge of existing products to produce ideas</p>	<p>I can work safely and hygienically.</p>		<p>product explaining how I did it.</p> <p>I can carefully cut textiles to produce accurate pieces.</p> <p>I can explain choices of textile.</p> <p>I can understand that a 3D textile structure can be made from two identical fabric shapes.</p>	
Year 3	<p>I can begin to research to help with my design.</p> <p>I can show my design meets a range of requirement.</p> <p>I can describe the purpose of my product.</p> <p>I can follow a given design criteria.</p> <p>I can have at least one idea about how to create product.</p>	<p>I can select suitable tools/equipment and begin to use them accurately.</p> <p>I can select appropriate materials, fit for purpose.</p> <p>I can work through my plan in order.</p> <p>I can consider how good my product will be.</p> <p>I can begin to measure, mark out, cut and shape</p>	<p>I can look at design criteria while designing and making.</p> <p>I can use design criteria to evaluate my finished product.</p> <p>I can say what I would change to make my design better.</p> <p>I can begin to evaluate existing products, considering: how well they have been made, materials, whether they work and how they have been made fit for purpose.</p> <p>I can begin to understand by whom, when and where products were designed.</p>	<p>I can use appropriate materials.</p> <p>I can work accurately to make cuts and holes.</p> <p>I can join materials.</p> <p>I can begin to make strong structures.</p> <p>I can select appropriate tools and techniques.</p> <p>I can alter my product after checking it, to make it better.</p>	<p>I can carefully select ingredients.</p> <p>I can use equipment safely.</p> <p>I can make my food look attractive.</p> <p>I can think about how to grow plants to use in cooking.</p> <p>I can begin to understand that food comes from UK and wider world.</p>

	<p>I can create a plan which shows order, equipment and tools needed for my design.</p> <p>I can describe design using an accurately labelled sketch and words.</p> <p>I can make design decisions.</p> <p>I can explain how my product will work.</p> <p>I can make a prototype.</p> <p>I can begin to use computers to show design.</p>	<p>materials/components with some accuracy.</p> <p>I can begin to assemble, join and combine materials and components with some accuracy.</p> <p>I can begin to apply a range of finishing techniques with some accuracy.</p>	<p>I can learn about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>I can begin to try new/different ideas.</p> <p>I can use simple lever and linkages to create movement</p> <p>I can join different textiles in different ways.</p> <p>I can choose textiles considering appearance and functionality.</p> <p>I can begin to understand that a simple fabric shape can be used to make a 3D textiles project.</p>	<p>I can describe how a healthy diet involves having a variety/balance of food and drinks.</p> <p>I can explain how food and drink are needed for active/healthy bodies.</p> <p>I can prepare and cook some dishes safely and hygienically.</p> <p>I can grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
Year 4	<p>I can use research for my design ideas.</p> <p>I can show my design meets a range of requirements and is fit for purpose.</p>	<p>I can select suitable tools and equipment, and use them accurately.</p> <p>I can select appropriate materials,</p>	<p>I can refer to design criteria while designing and making.</p> <p>I can use criteria to evaluate my product.</p>	<p>I can measure carefully to avoid mistakes.</p> <p>I can attempt to make my product strong.</p> <p>I can continue working on product even if my</p>	<p>I can explain how to be safe/hygienic.</p> <p>I can think about presenting my food in interesting/attractive ways.</p>

	<p>I can begin to create own design criteria.</p> <p>I can have at least one idea about how to create product and suggest improvements for my design.</p> <p>I can produce a plan and explain it to others.</p> <p>I can say how realistic my plan is.</p> <p>I can annotate the sketch of my design.</p> <p>I can make and explain my design decisions considering availability of resources.</p> <p>I can explain how my product will work.</p>	<p>fit for purpose; explaining my choices.</p> <p>I can work through my plan in order.</p> <p>I can realise if my product is going to be good quality.</p> <p>I can measure, mark out, cut and shape materials/components with some accuracy.</p> <p>I can assemble, join and combine materials and components with some accuracy.</p> <p>I can apply a range of finishing techniques with some accuracy.</p>	<p>I can begin to explain how I could improve my original design.</p> <p>I can evaluate existing products, considering: how well they've been made, materials, whether they work and how they have been made fit for purpose.</p> <p>I can discuss by whom, when and where products were designed.</p> <p>I can research whether products can be recycled or reused.</p> <p>I can learn about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>original idea didn't work.</p> <p>I can make a strong, stiff structure.</p> <p>I can select most appropriate tools and techniques for my product.</p> <p>I can explain alterations my product needs after checking it.</p> <p>I can grow in confidence when trying new/different ideas.</p> <p>I can use levers and linkages to create movement.</p> <p>I can use pneumatics to create movement.</p> <p>I can think about the user when choosing textiles needed for my product.</p>	<p>I can understand ingredients can be fresh, pre-cooked or processed.</p> <p>I can begin to understand how food is grown, reared or caught in the UK and wider world.</p> <p>I can explain the importance of food and drink for active, healthy bodies.</p> <p>I can prepare and cook some dishes safely and hygienically.</p> <p>I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
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	<p>I can make a prototype.</p> <p>I can begin to use computers to show design.</p>			<p>I can think about how to make my product strong.</p> <p>I can explain how to join things in a different way.</p> <p>I can understand that a simple fabric shape can be used to make a 3D textiles project.</p>	
Year 5	<p>I can use the internet and questionnaires for research and design ideas.</p> <p>I can take a user's view into account when designing.</p> <p>I can begin to consider needs/wants of individuals/groups when designing and ensure the product is fit for purpose.</p> <p>I can create my own design criteria.</p>	<p>I can use selected tools/equipment with a good level of precision.</p> <p>I can produce a suitable list of tools, equipment and materials needed for my product.</p> <p>I can select appropriate materials, fit for purpose; explaining my choices and considering functionality.</p> <p>I can create and follow a detailed step-by-step plan.</p>	<p>I can evaluate quality of design while designing and making.</p> <p>I can evaluate my ideas and finished product against specification, considering purpose and appearance.</p> <p>I can test and evaluate my final product.</p> <p>I can evaluate and discuss existing products, considering: how well they've been made, materials, whether they work and how they have been made fit for purpose.</p> <p>I can begin to evaluate how much products cost to make and how innovative they are.</p>	<p>I can select materials carefully, considering intended use of product and appearance.</p> <p>I can explain how my product meets design criteria.</p> <p>I can measure accurately enough to ensure precision.</p> <p>I can ensure my product is strong and fit for purpose.</p> <p>I can begin to reinforce and strengthen a 3D frame.</p>	<p>I can explain how to be safe/hygienic and follow own guidelines when cooking.</p> <p>I can present food well so it looks interesting, attractive and fit for purpose.</p> <p>I can begin to understand seasonality of foods.</p> <p>I can understand food can be grown, reared or caught in the UK and the wider world.</p> <p>I can describe how recipes can be adapted</p>

	<p>I can have a range of ideas.</p> <p>I can produce a logical, realistic plan and explain it to others.</p> <p>I can use cross-sectional planning and annotated sketches for my design.</p> <p>I can make design decisions considering time and resources.</p> <p>I can clearly explain how parts of my product will work.</p> <p>I can model and refine design ideas by making prototypes and using pattern pieces.</p> <p>I can use computer-aided design</p>	<p>I can explain how my product will appeal to an audience.</p> <p>I can mainly accurately measure, mark out, cut and shape materials and components.</p> <p>I can mainly accurately assemble, join and combine materials and components.</p> <p>I can mainly accurately apply a range of finishing techniques.</p> <p>I can use techniques that involve a small number of steps.</p> <p>I can begin to be resourceful with practical problems.</p>	<p>I can research how sustainable materials are.</p> <p>I can talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>I can refine my product after testing.</p> <p>I can grow in confidence when trying new/different ideas.</p> <p>I can begin to use cams, pulleys or gears to create movement.</p> <p>I can think about user and aesthetics when choosing textiles for my product.</p> <p>I can think about how to make my product strong and look better.</p> <p>I can think of a range of ways to join things.</p> <p>I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</p>	<p>to change appearance, taste, texture and aroma.</p> <p>I can explain how there are different substances in food/drink needed for health.</p> <p>I can prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source.</p> <p>I can use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
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Year 6

<p>I can draw on market research to inform my design.</p>	<p>I can use selected tools and equipment precisely.</p>	<p>I can evaluate quality of design while designing and making; is it fit for purpose?</p>	<p>I can select materials carefully, considering the intended use, aesthetics and functionality of my product.</p>	<p>I can understand a recipe can be adapted by adding/substituting ingredients.</p>
<p>I can use research of user's individual needs, wants, requirements for my design.</p>	<p>I can produce suitable lists of tools, equipment and materials needed, considering constraints.</p>	<p>I can keep checking design is the best it can be.</p>	<p>I can explain how my product meets design criteria.</p>	<p>I can explain seasonality of foods.</p>
<p>I can identify features of design that will appeal to the intended user.</p>	<p>I can select appropriate materials, fit for purpose; explaining my choices and considering functionality and aesthetics.</p>	<p>I can evaluate my ideas and finished product against specification, stating if it's fit for purpose.</p>	<p>I can reinforce and strengthen a 3D frame.</p>	<p>I can learn about food processing methods.</p>
<p>I can create own design criteria and specification.</p>	<p>I can test and evaluate final product; explaining what would improve it and the effect different resources may have had.</p>	<p>I can do thorough evaluations of existing products considering: how well they've been made, materials, whether they work and how they've been made fit for purpose.</p>	<p>I can refine my product after testing, considering aesthetics, functionality and purpose.</p>	<p>I can name some types of food that are grown, reared or caught in the UK and wider world.</p>
<p>I can think of innovative design ideas.</p>	<p>I can create, follow, and adapt detailed step-by-step plans.</p>	<p>I can evaluate how much products cost to make and how innovative they are.</p>	<p>I can incorporate hydraulics and pneumatics.</p>	<p>I can adapt recipes to change appearance, taste, texture or aroma.</p>
<p>I can follow and refine a logical plan.</p>	<p>I can explain how my product will appeal to an audience; making changes to improve quality.</p>	<p>I can research and discuss how sustainable materials are.</p>	<p>I can be confident to try new/different ideas.</p>	<p>I can describe some of the different substances in food and drink, and how they can affect health.</p>
<p>I can use annotated sketches, cross-sectional planning and exploded diagrams for my design.</p>	<p>I can accurately measure, mark out, cut and shape materials and components.</p>		<p>I can use cams, pulleys and gears to create movement. I can think about user's wants/needs and</p>	<p>I can prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p>

	<p>I can make design decisions, considering, resources and cost.</p> <p>I can clearly explain how parts of my design will work, and how they are fit for purpose.</p> <p>I can independently model and refine design ideas by making prototypes and using pattern pieces.</p> <p>I can use computer-aided designs.</p>	<p>I can accurately assemble, join and combine materials and components.</p> <p>I can accurately apply a range of finishing techniques.</p> <p>I can use techniques that involve a number of steps.</p> <p>I can be resourceful with practical problems.</p>	<p>I can consider the impact of products beyond their intended purpose.</p> <p>I can discuss some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products.</p>	<p>aesthetics when choosing textiles for my product.</p> <p>I can make my product attractive and strong.</p> <p>I can make a prototype.</p> <p>I can use a range of joining techniques.</p> <p>I can think about how product my might be sold.</p> <p>I can think carefully about what would improve my product.</p> <p>I can understand that a single 3D textiles project can be made from a combination of fabric shapes.</p>	<p>I can use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
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