

Quadring Cowley Browns – D & T Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	- Constructs with a purpose in mind. - Talk about what they are going to make. - Model ideas using different materials.	- Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do - Identify a target group for what they intend to design and make - Model their ideas in card and paper - Develop their design ideas applying findings from their earlier research	- Generate ideas by drawing on their own and other people's experiences - Develop their design ideas through discussion, observation, drawing and modelling. - Identify a purpose for what they intend to design and make - Identify simple design criteria - Make simple drawings and label parts	- Generate ideas for an item, considering its purpose and the user/s - Identify a purpose and establish criteria for a successful product. - Plan the order of their work before starting - Explore, develop and communicate design proposals by modelling ideas - Make drawings with labels when designing	- Generate ideas, considering the purposes for which they are designing - Make labelled drawings from different views showing specific features - 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 - Evaluate products and identify criteria that can be used for their own designs	- Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - 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 - Use results of investigations, information sources, including ICT when developing design ideas	- Communicate their ideas through detailed labelled drawings - Develop a design specification - Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways - Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc. food)	- Manipulate materials to achieve a planned effect. - Use simple tools and techniques competently and appropriately. - Join materials with different tools and techniques. - Use tools safely.	- Make their design using appropriate techniques - With help measure, mark out, cut and shape a range of materials - Use tools e.g. scissors and a hole punch safely - Assemble, join and combine materials and components together using a variety of temporary	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Use hand tools safely and appropriately - Assemble, join and combine materials in order to make a product - Cut, shape and join fabric to make a simple garment.	- Select tools and techniques for making their product - Measure, mark out, cut, score and assemble components with more accuracy - Work safely and accurately with a range of simple tools - Think about their ideas as they make progress and be willing change things if this helps	- Select appropriate tools and techniques for making their product - Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques - Join and combine materials and components accurately in temporary and permanent ways	- Select appropriate materials, tools and techniques - Measure and mark out accurately - Use skills in using different tools and equipment safely and accurately - Weigh and measure accurately (time, dry ingredients, liquids) - Apply the rules for basic food hygiene and other safe practices e.g.	- Select appropriate tools, materials, components and techniques - Assemble components make working models - Use tools safely and accurately - Construct products using permanent joining techniques - Make modifications as they go along - Pin, sew and stitch materials together create a product

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		methods e.g. glues or masking tape - Select and use appropriate fruit and vegetables, processes and tools - Use basic food handling, hygienic practices and personal hygiene - Use simple finishing techniques to improve the appearance of their product	Use basic sewing techniques - Follow safe procedures for food safety and hygiene - Choose and use appropriate finishing techniques	them improve their work - Measure, tape or pin, cut and join fabric with some accuracy - Demonstrate hygienic food preparation and storage - Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	- Sew using a range of different stitches, weave and knit - Measure, tape or pin, cut and join fabric with some accuracy - Use simple graphical communication techniques	hazards relating to the use of ovens Cut and join with accuracy to ensure a good-quality finish to the product	Achieve a quality product
Evaluating processes and products	- Adapts work where necessary during making process. - Talk about objects and how they work, and their designs.	- Evaluate their product by discussing how well it works in relation to the purpose - Evaluate their products as they are developed, identifying strengths and possible changes they might make - Evaluate their product by asking questions about what they have made and how they have gone about it	- Evaluate against their design criteria - Evaluate their products as they are developed, identifying strengths and possible changes they might make - Talk about their ideas, saying what they like and dislike about them	- Evaluate their product against original design criteria e.g. how well it meets its intended purpose - Disassemble and evaluate familiar products	- Evaluate their work both during and at the end of the assignment - Evaluate their products carrying out appropriate tests	- Evaluate a product against the original design specification - Evaluate it personally and seek evaluation from others	- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests - Record their evaluations using drawings with labels - Evaluate against their original criteria and suggest ways that their product could be improved