Mellers Primary School: Skills Progression Framework for Design Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition	• Taste and describe different healthy foods. • Know where the food they use comes from • Follow a simple recipe • Prepare a healthy dish using tools safely	• Recognise healthy and unhealthy food choices • Explain where food comes from • Select a healthy recipe • Design and make a healthy dish	• Know where and how ingredients are grown, reared, caught and processed. • Follow a recipe and use simple cooking techniques accuratley • Design a menu that is varied and healthy.	• Know the difference between food that is grown and food that is processed. • Write a simple recipe • Use a range of techniques to create the dish	• Identify recipes that use ingredients appropriate for the season. • Follow detailed recipes • Design a recipe that is varied and healthy.	• Design a healthy menu using given ingredients. • Prepare using a range of skills one of the dishes from the menu. • Evaluate the meal and discuss what flavours could be used to improve it
Design	• Describe the purpose of a product • Explain the features of the product being designed and made • Develop ideas by exploring using a variety of materials	• Use a design plan to help create a product. • Develop ideas by exploring creating 'mock ups' of the final product •	• Develop ideas using prototypes and pattern pieces. • Explain how design features of the product will work. • Describe the purpose of designed products.	• Create fit for purpose products by researching the needs of the user. • Identify whether a product is appealing and if it needs improving by changing certain features.	• Develop ideas using annotated sketches, cross-sectional drawings and exploded diagrams. • Design innovative, functional and appealing products aimed at a particular group.	• Use computer-aided design to develop and communicate ideas.
Make	• Select the materials and tools I need to make a product. • Measure, mark, cut and shape materials appropriately.	• Select from, and use, a range of materials and components e.g. construction material, textiles and ingredients. • Explain why tools were used for certain purposes.	• Discuss the benefits to using certain materials. • Begin to plan accurate measurements. • Measure accurately and form the sections of a product.	• Add finishing touches to a product. • Discuss why certain tools and materials have been selected for products.	• Select and use appropriate tools and materials for products and understand why these are being used.	• List the tools and materials needed to create a product and write a step-by-step guide for making it.

Evaluate	• Evaluate current and own products to recognise what they are for, how they work and why.	• Explain ideas and evaluate if they will be effective. • Discuss the materials used for existing products and recognise why.	• Adapt the design criteria as the product develops to ensure it meets the brief.	• Evaluate existing products and decide why and how they have been made. • Consider the views of others as a product is developed. • Know significant inventors and their contribution to design and technology. • Understand where and how products were made.	• Critically evaluate a product using the own views and feedback and that of others. • Understand how inventors have been innovative with their products and the effect of this.	• Explain where a product was made and the costs involved in its manufacture. • Explain how innovative a product is and suggest improvements.
Technical knowledge	• Build a structure and explain why certain materials have been used to make its structure stronger • Understand how to reinforce a structure.	• Use mechanisms to a product and explain the effect they have.	• Know how to strengthen, stiffen and reinforce a complex structure. • Investigate and experiment with adding mechanical systems to products.	• Add a mechanical system to a product and evaluate its impact.	• Create a simple computer program to program, monitor and control a product. •	• Create an electrical system e.g. using switches, bulbs, buzzers and motors.