


## Longfields Skills Progression Design and Technology

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Range 3: CM</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</p> <p><b>Range 4: CM</b> Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p><b>Range 5: CM</b> Continues to explore colour and how colours can be changed. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p><b>Range 6: CM</b> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and</p>	<p><b>Developing, 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>	<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>	<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>	<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>	<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>	<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</b></p>	<ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools, materials, components and techniques</li> </ul>

<p>communicate their discoveries and understanding.</p> <p><b>Range 4: BIE</b> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p><b>Range 5: BIE</b> Creates sounds, movements, drawings to accompany stories.</p> <p><b>Range 6: BIE</b> Creates representations of both imaginary and real-life ideas, events, people and objects. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</p>	<p><b>make quality products (inc food)</b></p>	<p>out, cut and shape a range of materials</p> <ul style="list-style-type: none"> <li>Use tools eg 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 tape</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 finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <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>Follow safe procedures for food safety and hygiene</li> <li>Choose and use appropriate finishing techniques</li> </ul>	<p>and assemble components with more accuracy</p> <ul style="list-style-type: none"> <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>Demonstrate hygienic food preparation and storage</li> <li>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Measure and mark out accurately</li> <li>Use skills in using different tools and equipment safely and accurately</li> <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>Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>	<ul style="list-style-type: none"> <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 product by discussing how well it works in relation to the purpose</li> <li>Evaluate their products as they are developed, identifying</li> </ul>	<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> </ul>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> </ul>

		<p>strengths and possible changes they might make</p> <ul style="list-style-type: none"> <li>Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their ideas, saying what they like and dislike about them</li> </ul>			<ul style="list-style-type: none"> <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>
<b>EYFS</b>						
<b>CofEL</b>	<p><b>Playing &amp; Exploring</b></p> <ul style="list-style-type: none"> <li>Using senses to explore the world around them.</li> <li>Engaging in open-ended activity.</li> <li>Taking a risk, engaging in new experiences, and learning by trial &amp; error.</li> </ul>		<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Paying attention to detail.</li> <li>Persisting with an activity or toward their goal when challenges occur.</li> <li>Being proud of how they have accomplished something – not just the end result.</li> <li>Showing high levels of involvement, energy, fascination.</li> <li>Showing satisfaction in meeting their own goals (I can!).</li> </ul>		<p><b>Thinking Creatively &amp; Critically</b></p> <ul style="list-style-type: none"> <li>Visualising &amp; imagining options.</li> <li>Playing with possibilities (what if? What else?)</li> <li>Finding new ways to do things.</li> <li>Testing their ideas</li> <li>Review how well the approach worked.</li> </ul>	
<b>Statutory EAD ELG:</b>			<b>Creating with Materials</b>			
<b>Children at the expected level of development will:</b>			<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			