Year 1 - Progression of Skills and Vocabulary in Design and Technology

Year 1	**National Curriculum:** **Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.**	
Developing, planning and communicating ideas	To draw on own experience to generate ideas. To identify a target group for what they intend to design and make. To develop design ideas, applying findings from research. To model ideas in card and paper. To suggest ideas and explain actions.	planning, investigating, design, evaluate, make, user, purpose, ideas, product
Evaluating processes and products	To evaluate products by discussing how well it works in relation to the purpose. To evaluate products by asking questions about the design process.	

Working with tools, equipment, materials and components to make quality products	***Working with tools, equipment, materials and components to make quality products: Food Tech***	***Working with tools, equipment, materials and components to make quality products: Textiles***
To make a design using appropriate techniques. To measure, mark out, cut and shape a range of materials with help. To use simple tools (E.g. scissors and a hole punch) safely. To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. To use simple finishing techniques to improve the appearance of their product.	To select and use appropriate fruit and vegetables, processes and tools with support. To use basic food handling, hygienic practices and personal hygiene.	To explore a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. To attempt to thread and weave, cut, glue and trim material.
cut, fold, join, fix, wall, tower, weak, strong, base, top, underneath, side, thinner, thicker, corner, straight, metal, wood, plastic, circle, triangle, square, rectangle, card, masking, tape, paper fastener, pull, push, up, down, straight, forwards, backwards	fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	scissors, needle, thread, wool, names of all fabrics and components used, template, decorate, weave, print, cut, fold

Year 2 - Progression of Skills and Vocabulary in Design and Technology

<table>
<tr><td>Year 2</td><td colspan="2">National Curriculum:
Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</td></tr>
<tr><td>Developing, planning and communicating ideas</td><td>To generate ideas by drawing on own and other's experiences.
To identify a purpose for designs.
To develop design ideas through discussion, observation, drawing and modelling.
To make simple drawings and label parts.</td><td rowspan="2">investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</td></tr>
<tr><td>Evaluating processes and products</td><td>To evaluate products against the original design.
To talk about ideas and state likes and dislikes</td></tr>
<tr><td colspan="2">Working with tools, equipment, materials and components to make quality products</td><td>Working with tools, equipment, materials and components to make quality products: Food Tech</td><td>Working with tools, equipment, materials and components to make quality products: Textiles</td></tr>
<tr><td colspan="2">To begin to select tools and materials; use vocabulary to name and describe them.
To measure, cut and score with some accuracy.
To use hand tools safely and appropriately. (E.g. hammer)
To assemble, join and combine materials in order to make a product.
To choose and use appropriate finishing techniques.</td><td>To select and use appropriate fruit and vegetables, processes and tools.

To follow safe procedures for food safety and hygiene.</td><td>To explore a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.

To thread a needle, weave, stitch, knot and use other manipulative skills.

To cut, shape and join fabric to make a simple garment.

To use basic sewing techniques.</td></tr>
<tr><td colspan="2">three-dimensional (3-D), structure, framework, surface, edge, point, cuboid, cube, cylinder, curve, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, names of tools, equipment and materials used</td><td>fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</td><td>pattern pieces, mark out, join, finish, sew, pleat, ruffle, tear, fray, stretch, elastic</td></tr>
</table>

Year 3 - Progression of Skills and Vocabulary in Design and Technology

<table>
<tr><td>Year 3</td><td colspan="3">National Curriculum:
Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</td></tr>
<tr><td>Developing, planning and communicating ideas</td><td colspan="2">To generate ideas for an item, considering its purpose and the user/s.
To identify a purpose and establish criteria for a successful product.
To explore, develop and communicate design proposals by modelling ideas.
To make drawings with labels when designing.
To consider the order of work before starting.</td><td rowspan="2">user, purpose, design, model, evaluate, prototype, annotated sketch, function, functional, innovative, investigate, label, drawing, planning, design criteria, appealing</td></tr>
<tr><td>Evaluating processes and products</td><td colspan="2">To evaluate products against original design criteria e.g. how well it meets its intended purpose.
To disassemble and evaluate familiar products.</td></tr>
<tr><td colspan="2">Working with tools, equipment, materials and components to make quality products</td><td>Working with tools, equipment, materials and components to make quality products: Food Tech</td><td>Working with tools, equipment, materials and components to make quality products: Textiles</td></tr>
<tr><td colspan="2">To select tools and techniques for making a product.
To measure, mark out, cut, score and assemble components with more accuracy.
To work safely and accurately with a range of simple hand tools.
To join and combine materials and components accurately in temporary and permanent ways.
To think about ideas as progress is made and consider how changes could be made.
To use finishing techniques to strengthen and improve the appearance of a product using a range of equipment.</td><td>To suggest appropriate fruit and vegetables, processes and tools.
To begin to weigh and measure accurately (time, dry ingredients, liquids).
To demonstrate hygienic food preparation and storage.</td><td>To investigate a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.
To thread a needle, weave, stitch, cut and join with some accuracy.
To measure, tape or pin, cut and join fabric with some accuracy.
To use basic sewing techniques.</td></tr>
<tr><td colspan="2">shape, net, prism, vertex, edge, face, length, width, breadth,</td><td>varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown,</td><td>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing</td></tr>
</table>

tabs, joining, material, reduce, reuse, recycle, font, lettering, text, slider, lever, pivot, bridge/guide, mechanism, linkage, slot, bridge, guide system	reared, caught, frozen, tinned, processed, seasonal, harvested,	technique, strength, weakness, stiffening, templates, stitch

Year 4 - Progression of Skills and Vocabulary in Design and Technology

Year 4	**National Curriculum:** **Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.**	
Developing, planning and communicating ideas	To generate ideas, considering the purposes for which they are designing. To carry out research to Identify a purpose and establish criteria for a successful product. To develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. To make labelled drawings from different views showing specific features. To roughly plan the order of work before starting.	evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, appealing, planning, annotated sketch, sensory evaluations
Evaluating processes and products	To evaluate products both during and at the end of the assignment. To evaluate products carrying out appropriate tests.	

Working with tools, equipment, materials and components to make quality products	***Working with tools, equipment, materials and components to make quality products: Food Tech***	***Working with tools, equipment, materials and components to make quality products: Textiles***
To select appropriate tools and techniques for making a product. To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. To use different tools and equipment safely and accurately. To join and combine materials and components accurately in temporary and permanent ways. To think about ideas as progress is made and consider how changes could be made. To use finishing techniques to strengthen and improve the appearance of a product using a range of equipment.	To suggest appropriate fruit and vegetables, processes and tools. To begin to weigh and measure more accurately (time, dry ingredients, liquids). To demonstrate hygienic food preparation and storage.	To investigate a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. To thread a needle with appropriate length of thread. To cut, join and trim with increasing accuracy. To be aware of different stitches, weave and knit.

	varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist	
shell structure, accuracy, stiff, strong, shaping, mechanism, pivot, linear, rotary, oscillating, rotation, reciprocating, fixed, free moving,		seam, seam allowance, sewing machine, hand stitch, machine stitch, manipulate, measure, accurate, mark, pin,

Year 5 - Progression of Skills and Vocabulary in Design and Technology

Year 5	**National Curriculum:** **Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.**	
Developing, planning and communicating ideas	To generate ideas through mind mapping and identify a purpose for the product. To use results of investigations, information sources, including ICT when developing design ideas. To develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. To communicate ideas through detailed labelled drawings. To plan the order of their work in writing.	design decisions, functionality, authentic, user, purpose, design specification, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype
Evaluating processes and products	To evaluate products against the original design specification. To evaluate products personally and seek evaluation from others.	

Working with tools, equipment, materials and components to make quality products	***Working with tools, equipment, materials and components to make quality products: Food Tech***	***Working with tools, equipment, materials and components to make quality products: Textiles***
To select appropriate materials, tools and techniques. To measure and mark out accurately. To use different tools and equipment for different purposes, safely and accurately. To construct products using permanent joining techniques. To make modifications as a design progresses. To cut and join with accuracy to ensure a good-quality finish to the product.	To suggest and use appropriate fruit and vegetables, processes and tools. To weigh and measure accurately (time, dry ingredients, liquids). To apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.	To examine and use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. To thread smaller needles. To accurately cut, join and trim. To use different stitches, weaves and knits. To measure, tape or pin, cut and join fabric with some accuracy.
capacity, marking out, scoring, adhesives, assemble, corrugating, ribbing, laminating, graphics, pulley, drive belt, gear, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output	ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour,	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, pins, needles, thread, pinking shears, fastenings.

	mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	

Year 6 - Progression of Skills and Vocabulary in Design and Technology

Year 6	**National Curriculum:** **Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.**	
Developing, planning and communicating ideas	To use results of investigations, information sources, including ICT when developing design ideas. To examine, develop and communicate aspects of their design proposals by modelling ideas in a variety of ways. To plan the order of work, choosing appropriate materials, tools and techniques.	
Evaluating processes and products	To evaluate a product, against original design specifications, identifying strengths and areas for development, and carrying out appropriate tests. To record evaluations using drawings with labels.	

Working with tools, equipment, materials and components to make quality products	***Working with tools, equipment, materials and components to make quality products: Food Tech***	***Working with tools, equipment, materials and components to make quality products: Textiles***
To select appropriate tools, materials, components and techniques. To assemble components make working models. To use tools safely and accurately. To construct products using permanent joining techniques. To make modifications as a design progresses. To achieve a quality product.	To suggest and use appropriate fruit and vegetables, processes and tools. To weigh and measure accurately (time, dry ingredients, liquids). To apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.	To examine and use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. To accurately cut, join and trim. To select different stitches, weaves and knits. To pin, sew and stitch materials together to create a product.
Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, spindle, driver, follower, ratio, transmit	ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	name of textiles and fastenings used