



## **St Paul's Design and Technology progression statements**

Design and Technology intent statement:

At St Paul's CE Primary School, we will "Start children off on the way they should go..." by enabling children to:

- to access Design and Technology that is an inspiring, rigorous and practical subject. To use ICT software to assist our designing and learning.
- to design, make and evaluate their final product (including different foods)
- to learn to think and intervene creatively to solve problems both as individuals and as members of a team.
- be active learners with the confidence to 'have a go,' and the resilience to persist with a project when challenges occur.
- to gain understanding of how Design and Technology makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## Year 1 Design and Technology Statements

<b>Developing, planning and communicating ideas</b>	To be able to: <ul style="list-style-type: none"><li>• to draw on their own experience to help generate ideas</li><li>• to suggest ideas and explain what they are going to do</li><li>• to identify a target group for what they intend to design and make</li><li>• to model their ideas in card and paper</li><li>• to develop their design ideas applying findings from their earlier research</li></ul>
<b>Working with tools, equipment, materials and components to make quality products</b>	To be able to: <ul style="list-style-type: none"><li>• to make their design using appropriate techniques</li><li>• With help measure, mark out, cut and shape a range of materials</li><li>• how to use tools eg scissors and a hole punch safely</li><li>• to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li><li>• to select and use appropriate fruit and vegetables, processes and tools</li><li>• basic food handling, hygienic practices and personal hygiene</li><li>• use simple finishing techniques to improve the appearance of their product</li></ul>
<b>Evaluating processes and products</b>	To be able to: <ul style="list-style-type: none"><li>• to evaluate their product by discussing how well it works in relation to the purpose</li><li>• to evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>• to evaluate their product by asking questions about what they have made and how they have gone about it</li></ul>

## Year 2 Design and Technology Statements

<b>Developing, planning and communicating ideas</b>	To be able to: <ul style="list-style-type: none"><li>• generate ideas by drawing on their own and other people's experiences</li><li>• to develop their design ideas through discussion, observation, drawing and modelling</li><li>• to identify a purpose for what they intend to design and make</li><li>• to identify simple design criteria</li><li>• to make simple drawings and label parts</li></ul>
<b>Working with tools, equipment, materials and components to make quality products</b>	To be able to: <ul style="list-style-type: none"><li>• begin to select tools and materials; use vocab' to name and describe them</li><li>• to measure, cut and score with some accuracy</li><li>• to use hand tools safely and appropriately</li><li>• to assemble, join and combine materials in order to make a product</li><li>• to 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>• to choose and use appropriate finishing techniques</li></ul>
<b>Evaluating processes and products</b>	To be able to: <ul style="list-style-type: none"><li>• to evaluate against their design criteria</li><li>• to evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>• talk about their ideas, saying what they like and dislike about them</li></ul>

### Year 3 Design and Technology Statements

Developing, planning and communicating ideas	To be able to: <ul style="list-style-type: none"><li>• to generate ideas for an item, considering its purpose and the user/s</li><li>• to identify a purpose and establish criteria for a successful product.</li><li>• to plan the order of their work before starting</li><li>• to explore, develop and communicate design proposals by modelling ideas</li><li>• to make drawings with labels when designing</li></ul>
Working with tools, equipment, materials and components to make quality products	To be able to: <ul style="list-style-type: none"><li>• to select tools and techniques for making their product</li><li>• measure, mark out, cut, score and assemble components with more accuracy</li><li>• to work safely and accurately with a range of simple tools</li><li>• to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li><li>• to measure, tape or pin, cut and join fabric with some accuracy</li><li>• demonstrate hygienic food preparation and storage</li><li>• to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li></ul>
Evaluating processes and products	To be able to: <ul style="list-style-type: none"><li>• to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li><li>• to disassemble and evaluate familiar products</li></ul>

### Year 4 Design and Technology Statements

Developing, planning and communicating ideas	To be able to: <ul style="list-style-type: none"><li>• how to generate ideas, considering the purposes for which they are designing</li><li>• to make labelled drawings from different views showing specific features</li><li>• to 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>•</li><li>• to evaluate products and identify criteria that can be used for their own designs</li></ul>
Working with tools, equipment, materials and components to make quality products	To be able to: <ul style="list-style-type: none"><li>• to select appropriate tools and techniques for making their product</li><li>• to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li><li>• to join and combine materials and components accurately in temporary and permanent ways</li><li>• to sew using a range of different stitches, to weave and knit</li><li>• to measure, tape or pin, cut and join fabric with some accuracy</li><li>• to use simple graphical communication techniques</li></ul>
Evaluating processes and products	To be able to: <ul style="list-style-type: none"><li>• to evaluate their work both during and at the end of the assignment</li><li>• to evaluate their products carrying out appropriate tests</li></ul>

### Year 5 Design and Technology Statements

Developing, planning and communicating ideas	To be able to: <ul style="list-style-type: none"><li>• to generate ideas through brainstorming and identify a purpose for their product</li><li>• to draw up a specification for their design</li><li>• to 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>• to use results of investigations, information sources, including ICT when developing design ideas</li></ul>
Working with tools, equipment, materials and components to make quality products	To be able to: <ul style="list-style-type: none"><li>• to select appropriate materials, tools and techniques</li><li>• to measure and mark out accurately</li><li>• to use skills in using different tools and equipment safely and accurately</li><li>• to weigh and measure accurately (time, dry ingredients, liquids)</li><li>• to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li><li>• to cut and join with accuracy to ensure a good-quality finish to the product</li></ul>
Evaluating processes and products	To be able to: <ul style="list-style-type: none"><li>• to evaluate a product against the original design specification</li><li>• to evaluate it personally and seek evaluation from others</li></ul>

## Year 6 Design and Technology Statements

<b>Developing, planning and communicating ideas</b>	To be able to: <ul style="list-style-type: none"><li>• to communicate their ideas through detailed labelled drawings</li><li>• to develop a design specification</li><li>• to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li><li>• to plan the order of their work, choosing appropriate materials, tools and techniques</li></ul>
<b>Working with tools, equipment, materials and components to make quality products</b>	To be able to: <ul style="list-style-type: none"><li>• to select appropriate tools, materials, components and techniques</li><li>• to assemble components to make working models</li><li>• to use tools safely and accurately</li><li>• to construct products using permanent joining techniques</li><li>• to make modifications as they go along</li><li>• to pin, sew and stitch materials together to create a product</li><li>• to achieve a quality product</li></ul>
<b>Evaluating processes and products</b>	To be able to: <ul style="list-style-type: none"><li>• to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li><li>• to record their evaluations using drawings with labels</li><li>• to evaluate against their original criteria and suggest ways that their product could be improved</li></ul>