



## The Minster Junior School Skills Progression

### Design and Technology

	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating ideas.</b>	<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 modeling 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 labeled 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 labeled drawings</li> <li>• Develop a design specification</li> <li>• Explore, develop and communicate aspects of their design proposals by modeling their ideas in a variety of ways</li> <li>• 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 (inc- food)</b>	<ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <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>• Select appropriate tools and techniques for making their product</li> <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>• Select appropriate materials, tools and techniques</li> <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. <i>hazards relating to the use of ovens</i></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>• Select appropriate tools, materials, components and techniques</li> <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>

**Evaluating processes and products**

- 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