

Design and Technology	Designing	Making	Evaluating	Technical knowledge
Nursery	Begin to select appropriate resources Beginning to use gestures, talking and arrangements of materials and components to show design	Begin to construct with a purpose, using a variety of resources Use simple tools and techniques Begin to build / construct with a wide range of objects	With support, adapt work if necessary Exploring activities involving dismantling, examining and talking about existing objects/structures	Begin to measure and join materials, with some support Discuss differences in materials Suggest ways to make material/product stronger
Reception ELG Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	Select tools & techniques to shape, assemble and join Replicate structures with materials / components Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording Understand different media can be combined for a purpose	Consider and manage some risks Practise some appropriate safety measures independently Talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys Describe textures	Begin to measure and join materials using a variety of tools. Describe differences in materials using appropriate vocabulary. Suggest ways to make material/product stronger and explain decisions.

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Year 1:	Beginning to design purposeful, functional, appealing products for myself and other users based on design criteria. Beginning to generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Beginning to explore and evaluate a range of existing products. Evaluate my ideas and products against design criteria	Beginning to build structures, exploring how they can be made stronger, stiffer and more stable. Beginning to explore and use mechanisms [for example, levers, sliders, wheels and axles], in products
Year 2:	Able to design purposeful, functional, appealing products for myself and other users based on design criteria. Able to Generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Confidently select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Can explain the reasoning behind the selection of and be confident in the use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Is able to explore and evaluate a range of existing products. Evaluate my ideas and products against design criteria	Is able to build structures, exploring how they can be made stronger, stiffer and more stable. Is able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in products.
Year 3:	Beginning to research and develop design criteria to inform the design of innovative, functional, appealing products that are	Select from and use a wide range of tools and equipment to perform practical tasks [for example,	Investigate and analyse a range of existing products. • Evaluate my ideas and products against my own design criteria and consider	Beginning to apply understanding of how to strengthen, stiffen and reinforce more complex structures.

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	fit for purpose, aimed at particular individuals or groups. Beginning to generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	cutting, shaping, joining and finishing]. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	the views of others to improve my work. • Understand how key events and individuals in design and technology have helped shape the world.	Beginning to understand and use mechanical systems in products [for example, gears, pulleys, cams, levers and linkages].
Year 4:	Able to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Able to generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	confidently select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Adeptly select from and use a wider range of materials and Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Investigate and analyse a range of existing products. • Evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. • Understand how key events and individuals in design and technology have helped shape the world.	Able to apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understands and uses mechanical systems in products [for example, gears, pulleys, cams, levers and linkages].
Year 5:	Beginning to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at	confidently select from and use a wide range of tools and equipment to perform intricate tasks [for example, cutting, shaping, joining and finishing], accurately.	Investigate and analyse a range of existing products. • Evaluate my ideas and products against my own design criteria and consider the views of others to	confidently apply understanding of how to strengthen, stiffen and reinforce more complex structures.

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	particular individuals or groups. Beginning to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Adeptly select from and confidently use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	improve my work. • Understand how key events and individuals in design and technology have helped shape the world.	Good understand and use of mechanical systems in products [for example, gears, pulleys, cams, levers and linkages].
Year 6:	Able to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Able to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	confidently select from and use a wide range of tools and equipment to perform intricate tasks [for example, cutting, shaping, joining and finishing], accurately. Be selective in their choice of and be able to adeptly use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Be able to explain their reasoning for their choices.	Investigate and analyse a range of existing products. • Evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. • Understand how key events and individuals in design and technology have helped shape the world.	Expertly apply understanding of how to strengthen, stiffen and reinforce more complex structures. Deeper understanding of and use of mechanical systems in products [for example, gears, pulleys, cams, levers and linkages].