



Learning to Succeed

**GLADSTONE ROAD PRIMARY SCHOOL  
END OF YEAR EXPECTATIONS/PROGRESSION DOCUMENT**

**Design Technology**



Learning to Succeed

| <b>EYFS</b>  | <b>YEAR 1</b>  |  | <b>YEAR 2</b>   |  | <b>YEAR 3</b>  |  |
|--|--|--|---|--|--|--|
| <b>Designing</b>   | <b>Designing</b>   |  | <b>Designing</b>  |  | <b>Designing</b>   |  |
| <p><b>EAD: Creating with materials</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>   | Use given simple design criteria to design their own products by making simple drawings and labelling parts.             |  | Identify simple criteria for the intended user and purpose of their product.  |  | Create their own design criteria and use these to inform their ideas for their labelled design.  |  |
| <ul style="list-style-type: none"> <li>Different materials have different 'properties' and how this influences the creation process i.e. recognise card is stronger than paper when creating a 3D structure.</li> </ul>  | Create simple templates and mock-ups based on their own simple designs.  |  | Make simple drawings and label materials and parts, describing what the purpose of their product is and how it will work.   |  | Draw annotated sketches to communicate their design ideas.   |  |
|  |  |  | Create templates and mock-ups based on their own designs.   |  | Model their ideas using prototypes.  |  |
|  |  |  |   |  | Make design decisions that take account of the availability of resources.  |  |
| <b>Making</b>  | <b>Making</b>  |  | <b>Making</b>   |  | <b>Making</b>  |  |
| <p><b>EAD: Creating with materials</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> <li>How to make a simple sandwich and chose the correct tools for buttering and cutting.</li> <li>Use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Construct a paper lantern by cutting vertical lines in paper and using glue to fix the structure.</li> <li>Join materials together to make a simple structure i.e. using lollypop sticks to make a ladder for pirates/rescuing Rapunzel.</li> </ul> | Plan by suggesting what to do next   |  | Create a simple step by step plan.  |  | Create a plan by ordering the main stages of making  |  |
| <p><b>PD: Fine motor</b> Use a range of small tools, including scissors, paintbrushes and cutlery.</p>   | Select from a range of tools and equipment to perform practical tasks.<br><b>Paper and card<br/>scissors and knives,</b> |  | Select from a range of tools and equipment explaining their choices.<br><b>saws, knives, scissors, needles and threads.</b> |  | Select from a range of tools and equipment explaining their choices.<br><b>marking, scoring, cutting, slicing, grating, peeling, hack-saw, glue guns</b> |  |



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### Design Technology



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|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | Select from and use a range of materials and components according to their characteristics.   |  | Select from and use a range of materials and components according to their characteristics.                                    |  | Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.                                  |  |
|   | With help, measure, mark and cut a range of materials.<br><b>Paper and card</b>   |  | Measure, mark, cut and shape a range of materials and components.  |  | Measure, mark, cut and shape a range of materials and components.  |  |
|   | Use simple finishing techniques to improve the appearance of their product.   |  | Assemble, join and combine materials in order to make a product. <b>Threading a needle, tying a knot and a running stitch.</b> |  | Assemble, join and combine materials with some accuracy.   |  |
|   |   |  | Use finishing techniques to improve the appearance of their product.   |  | Apply a range of finishing techniques, including those from art and design and ICT (CAD), with some accuracy.  |  |
| <b>Evaluating</b>   | <b>Evaluating</b>   |  | <b>Evaluating</b>  |  | <b>Evaluating</b>  |  |
| <b>EAD: Creating with materials</b><br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used.   | Explore and evaluate a range of existing products.  |  | Explore and evaluate a range of existing products.   |  | Investigate and analyse a range of existing products.  |  |
|   | Talk about their design ideas and what they are making.   |  | Make simple judgements about their products and ideas against design criteria.   |  | Use their design criteria to evaluate their completed products.  |  |
|   | Make simple judgements about their products and ideas against design criteria.  |  | Suggest how their products could be improved.  |  | Name and describe some inventors and how their inventions have shaped the world.<br><b>For example, Eden project (Tree houses) or Nelson Treehouses website)</b> |  |
|   |   |  |  |  | Identify why it is important to make improvements to their products.   |  |
| <b>Technical Knowledge</b>  | <b>Technical Knowledge</b>  |  | <b>Technical Knowledge</b>   |  | <b>Technical Knowledge</b>   |  |
| <b>EAD: Creating with materials</b><br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Split pins can be used to create 'moving parts' to their creations.</li> </ul> | Explore and use mechanisms [for example, <b>levers, sliders</b> , wheels and axles], in their products  |  | Explore and use mechanisms in their products.<br><b>Wheels and axles</b>   |  | Describe how mechanical systems create movement.<br><b>Pneumatic systems</b>   |  |
|   | To use the correct technical vocabulary for the projects they are undertaking, such as <b>grouping, texture, fruit, vegetable, knife, apron, joins, structure, strengthen</b> |  | Build freestanding structures applying knowledge of how to make the structure stronger, stiffer and more stable.               |  | Use mechanical systems in their products.<br><b>Pneumatic systems</b>  |  |

