

DT		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Context, use and purpose	Key	Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
	Key skills	State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture / lighthouse	Gather information about the needs and wants of particular individuals and groups Develop their own design criteria and use these to inform their ideas Research designs	Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking Recognise when their products have to fulfil conflicting requirements
ideas	Key skills	Generate own ideas for design by drawing on own experiences or from reading	Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and diagrams Use computer-aided design	Generate innovative ideas, drawing on research Make design decisions, taking account of constraints such as time, resources and cost Develop prototypes
Making	Key knowledge	Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [e.g. 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 characteristic	Pupils should be taught to: select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	Key planning skills	Select from a range of tools and equipment explaining their choices Select from a range of materials and components according to their characteristics	Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need	

Make	Key practical skills	<p>Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design</p>	<p>Follow procedures for safety Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>	
		<p>Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p>	<p>Accurately measure to nearest mm, mark out, cut and shape materials and components Accurately assemble, join and combine materials/ components Accurately apply a range of finishing techniques, including those from art and design Use techniques that involve a number of steps Demonstrate resourcefulness, e.g. make refinements</p>	
Evaluate	Key Knowledge	<p>Pupils should be taught to: explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Pupils should be taught to: investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>	
		<p>Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved Evaluating products and components used</p>	<p>Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products</p>	
	Key skills	<p>Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work</p>	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make Compare their ideas and products to their original design specification</p>	
		<p>Investigate - what products are, who they are for, how they are made and what materials are used</p>	<p>Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants</p>	<p>Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are.</p>
<p>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</p>		<p>Identify great designers and their work and use research of designers to influence work</p>		