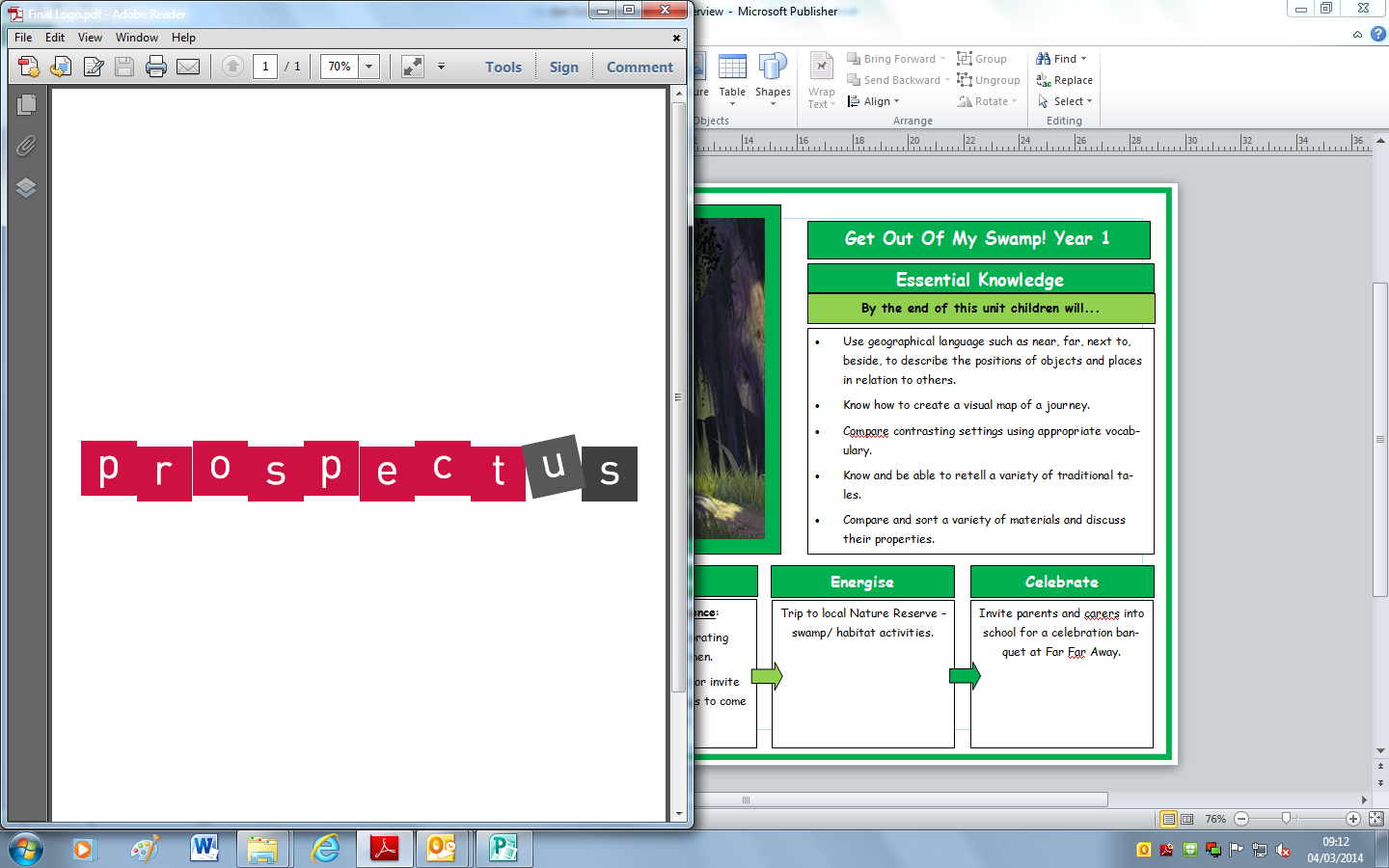
**A picture containing cup

Description automatically generated**

**D&T Skills Progression Tracker:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Essential Skills** | **Early Learning Goal** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Practical Skills** | * Manipulate materials to achieve a planned effect. * Select tools and techniques needed to shape, assemble and join materials. | * Cut, peel or grate ingredients safely and hygienically. * Assemble or cook ingredients. * Demonstrate a range of cutting and shaping techniques. * Demonstrate a range of joining techniques. * Choose suitable techniques to construct products. * Cut materials safely using tools provided. | * Prepare ingredients hygienically using appropriate utensils. * Follow a recipe. * Assemble or cook ingredients. * Cut materials with precision and refine the finish with appropriate tools. * Select appropriate joining techniques. | * Demonstrate a range of baking and cooking techniques. * Select from and use a wider range of materials and components including constructional materials, textiles and ingredients, according to their functional properties and aesthetic qualities. * Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. * Join textiles with a combination of stitching techniques. * Develop a range of practical skills to create products. |
| **Designing, Making, evaluating and Improving** | * Construct with purpose in mind, using a variety of resources. * Select appropriate resources and adapt work where necessary. * Create simple representations of events, people and objects. | * Design products that have a clear purpose and an intended user. * Make products, refining the design as work progresses. * Explore objects and designs to identify likes and dislikes of the designs. | * Design with purpose by identifying opportunities to design. * Make products, refining the design as work progresses. * Refine work and techniques as work progresses, continually evaluating the product design. | * Design products with a clear user in mind, motivated by the service a product will offer. * Ensure products have a high-quality finish, using art skills where appropriate. * Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. * Use research and develop design criteria to inform designs for products that are fit for purpose. |
| **Design throughout History** |  | * Explore objects and designs to identify likes and dislikes of the designs. * Suggest improvements to existing designs. * Explore how products have been created. | * Identify some of the great designers in all of the areas of study. * Improve upon existing designs, giving reasons for choices. | * Combine elements of design from a range of inspirational designers throughout history, giving reasons for their choices. * 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. |