



Beaufort Design and Technology (DT) Progression

Reception

Use and explore media and materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Being imaginative	Represent their own ideas, thoughts and feelings through Design and Technology
Moving and handling	Handle equipment and tools effectively, including pencils
Design, make, evaluate	Children can use language of 'bigger, better, brighter' to think about what they have made and make improvements



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	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Design	<ul style="list-style-type: none"> • Use 'design criteria' in my design stage. • Say what I like and what I don't like about an existing product. • Design products for myself and others to use. • Communicate my design through talking and drawing. 	<ul style="list-style-type: none"> • Understand the need for a 'design criteria' and can use one in my design stage. • Explain what I like and what I don't like about an existing product and give reasons why. • Design a product that is functional. • Communicate my design through talking and labelled drawings. 	<ul style="list-style-type: none"> • Carry out research which will inform my 'design criteria'. • Evaluate some existing products and collect ideas for my own design. • Design a product that is functional and explain my choices for my design. • Communicate my design through talking and labelled drawings. 	<ul style="list-style-type: none"> • Carry out research which will inform my 'design criteria'. • Evaluate and analyse a range of existing products. • Present my findings. • Design a product that is functional and fit-for-purpose and explain my choices. • Communicate my design through talking, ICT and/or labelled drawings. 	<ul style="list-style-type: none"> • Carry out research which will inform my 'design criteria'. • Present my findings and identify any anomalies. • Evaluate and analyse a range of existing products. • Design a product that is functional and fit-for-purpose and explain my choices. • Design a product which meets the needs of a particular individual or group. • Communicate my design through talking, ICT and/or annotated sketches. 	<ul style="list-style-type: none"> • Carry out research which will inform my 'design criteria'. • Present my findings and identify any anomalies. • Evaluate and analyse a range of existing products. • Design a product that is functional and fit-for-purpose and explain my choices. • Design a product which meets the needs of a particular individual or group. • Communicate my design through talking, ICT, exploded diagrams and/or annotated sketches.



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<p>Make</p>	<ul style="list-style-type: none"> Select and use a range of tools for cutting, shaping, joining and finishing. Select and use a range of materials including construction materials (sticks, wood, clay, paper, card, plastics etc), textiles and ingredients. 	<ul style="list-style-type: none"> Select and use a range of tools for cutting, shaping, joining and finishing based on their appropriateness. Select and use a range of materials including construction materials (sticks, wood, clay, paper, card, plastics etc), textiles and ingredients based on their characteristics. 	<ul style="list-style-type: none"> Select and use a wide range of tools for cutting, joining, shaping and finishing, based on their suitability. Select and use a range of materials including construction materials (sticks, wood, clay, paper, card, plastics etc), textiles and ingredients based on their characteristics. 	<ul style="list-style-type: none"> Select and use a wide range of tools for cutting, shaping, joining and finishing, based on their suitability. Select and use a range of materials including construction materials (sticks, wood, clay, paper, card, plastics etc), textiles and ingredients based on their characteristics and give reasons for my choices. 	<ul style="list-style-type: none"> Select and use a wide range of tools for cutting, shaping, joining and finishing, based on their suitability after discussions with others. Select and use a range of materials including construction materials (sticks, wood, clay, paper, card, plastics etc), textiles and ingredients based on their characteristics and give reasons for my choices. 	<ul style="list-style-type: none"> Carry out research which will inform my 'design criteria'. Present my findings and identify any anomalies. Evaluate and analyse a range of existing products. Design a product that is functional and fit-for-purpose and explain my choices. Design a product which meets the needs of a particular individual or group. Communicate my design through talking, ICT, exploded diagrams and/or annotated sketches.
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<p>Evaluate</p>	<ul style="list-style-type: none"> • Self-assess against a 'design criteria'. • Say what I like about my own and a friend's product. 	<ul style="list-style-type: none"> • Self-assess against a 'design criteria'. • Say what I like about my product and suggest a way I could improve it. • Carry out one improvement on my product. 	<ul style="list-style-type: none"> • Self-assess against my own 'design criteria'. • Say what I like about my product and suggest ways I could improve it. • Carry out at least one improvement on my product. 	<ul style="list-style-type: none"> • Self-assess against my own 'design criteria'. • Analyse the effectiveness, strength and suitability of my product. • Say what I like about my product and suggest ways I could improve it. • Carry out at least one improvement on my product. 	<ul style="list-style-type: none"> • Self-assess against my own 'design criteria'. • Peer assess a friend's product against their 'design criteria'. • Analyse the effectiveness, strength and suitability of my product. • Say what I like about my product and suggest ways I could improve it. • Carry out several improvements on my product. 	<ul style="list-style-type: none"> • Self-assess against my own 'design criteria'. • Peer-assess a friend's product against their 'design criteria'. • Analyse the effectiveness, strength and suitability of my product and compare final products made by others. • Say what I like about my product and suggest ways I could improve it. • Carry out several improvements on my product.
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<p>Technical knowledge</p>	<ul style="list-style-type: none"> Apply learning about materials (Science Curriculum) and use it to build structures. Explore how the structure can be made stronger, stiffer and more stable. Begin to explore existing mechanisms (levers, axis, springs, sliders, wheels). 	<ul style="list-style-type: none"> Explore existing mechanisms (levers, axis, springs, sliders, wheels). Apply my learning about mechanisms and materials (Science Curriculum) and use it to build a moving structure (e.g. a vehicle, a picture with a moving part etc). Safe tool use 	<ul style="list-style-type: none"> Apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Use my knowledge of forces and magnets (Science Curriculum) to inform my design. Safe tool use Understand and use different types of knots. 	<ul style="list-style-type: none"> Stiffen, strengthen and reinforce structures. Include an electrical component e.g. buzzer/light (Science Curriculum) in my design. 	<ul style="list-style-type: none"> Include a mechanical device (such as gears, pulleys, levers and springs) (Science Curriculum) in my design. 	<ul style="list-style-type: none"> Include a mechanical device (such as gears, pulleys, levers and cams) (Science Curriculum) in my design. Include a working electrical component e.g. buzzer/light (Science Curriculum) in my design.
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<p>Cooking</p>	<ul style="list-style-type: none"> • Design and make something to eat using fruits and/or vegetables. • Understand how and when to remove seeds • (Science Curriculum) from a food before eating. • Use skills of spreading and cutting to make a sandwich/toast. • Understand basic fire safety. 	<ul style="list-style-type: none"> • Design and make a healthy snack. • Make choices about which ingredients to include/leave out of my snack. • Use skills of rolling and cutting to shape dough. • Understand the fire triangle and fire safety. 	<ul style="list-style-type: none"> • Design and make a treat. • Use different baking skills (mixing/whisking/weighing/rubbing in) to make a treat. • Cook outdoors 	<ul style="list-style-type: none"> • Design and make a soup (e.g. Tudor pottage) or smoothie, using carefully selected ingredients. • Safely use the skills of chopping/peeling/mashing and/or blending. • Cook outdoors 	<ul style="list-style-type: none"> • Suggest ways to improve my meal. • Discuss the irreversible and reversible changes made when cooking (Science Curriculum). • Cook outdoors 	<ul style="list-style-type: none"> • Design and make a healthy savoury meal, considering ingredients which are in season. • Safely use the skills of chopping/grating/peeling/mashing and/or blending. • Weigh and mix ingredients to make dough. • Suggest ways to improve my meal.
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<p>Sewing</p>	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. 	<ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. • Understand the need for a seam allowance. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
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