



Holy Family Design Technology Progression of Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, Planning & Communication Ideas		<p>I can use a variety of artistic effects to express my ideas and feelings.</p> <p>I can express my ideas and feelings in different ways.</p> <p>I can share my ideas collaboratively in well-formed sentences.</p> <p>I can make use of props and materials when role playing characters in narratives and stories (ELG).</p>	<p>I can draw on my own experience to help generate ideas</p> <p>I can suggest ideas and explain what I am going to do</p> <p>I can identify a target group for what I intend to design and make</p> <p>I can model my ideas in card and paper</p> <p>I can develop my design ideas applying findings from my earlier research</p>	<p>I can generate ideas by drawing on my own and other people's experiences</p> <p>I can develop my design ideas through discussion, observation, drawing and modelling</p> <p>I can identify a purpose for what I intend to design and make</p> <p>I can identify simple design criteria</p> <p>I can make simple drawings and label parts</p>	<p>I can generate ideas for an item, considering its purpose and the user/s</p> <p>I can identify a purpose and establish criteria for a successful product.</p> <p>I can plan the order of their work before starting.</p> <p>I can explore, develop and communicate design proposals by modelling ideas.</p> <p>I can make drawings with labels when designing.</p>	<p>I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>I can evaluate products and identify criteria that can be used for my own designs</p>	<p>I can generate ideas through brainstorming and identify a purpose for my product</p> <p>I can draw up a specification for my design</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>I can use results of investigations, information sources, including ICT when developing design ideas</p>	<p>I can communicate my ideas through detailed labelled Drawings.</p> <p>I can develop a design specification.</p> <p>I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways.</p> <p>I can plan the order of my work, choosing appropriate materials, tools and techniques.</p>



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						<p>I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>I can evaluate products and identify criteria that can be used for my own designs</p>		
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Working with tools, equipment, materials and components to make products		<p>I can create with resources using my skills.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p>	<p>I can make my design using appropriate techniques</p> <p>With help I can measure, mark out, cut and shape a range of materials</p> <p>I can use tools eg scissors and a hole punch safely</p> <p>I can assemble, join and combine materials and components together using a variety of</p>	<p>I can begin to select tools and materials; use vocab' to name and describe them</p> <p>I can measure, cut and score with some accuracy</p> <p>I can use hand tools safely and appropriately</p> <p>I can assemble, join and combine materials in order to make a product</p>	<p>I can select tools and techniques for making my product.</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy.</p> <p>I can work safely and accurately with a range of simple tools.</p> <p>I can think about my ideas as I make progress and be willing to change things if this</p>	<p>I can select appropriate tools and techniques for making my product.</p> <p>I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p>	<p>I can select appropriate materials, tools and techniques</p> <p>I can measure and mark out accurately</p> <p>I can use skills in using different tools and equipment safely and accurately</p> <p>I can weigh and measure</p>	<p>I can select appropriate tools, materials, components and techniques.</p> <p>I can assemble components and make working models.</p> <p>I can use tools safely and accurately.</p> <p>I can construct products using</p>



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			<p>temporary methods e.g. glues or masking tape</p> <p>I can select and use appropriate fruit and vegetables, processes and tools</p> <p>I can use basic food handling, hygienic practices and personal hygiene</p> <p>I can use simple finishing techniques to improve the appearance of my product</p>	<p>I can cut, shape and join fabric to make a simple garment.</p> <p>I can use basic sewing techniques.</p> <p>I can follow safe procedures for food safety and hygiene</p> <p>I can choose and use appropriate finishing techniques</p>	<p>helps me improve my work.</p> <p>I can measure, tape or pin, cut and join fabric with some accuracy.</p> <p>I can demonstrate hygienic food preparation and storage.</p> <p>I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT.</p>	<p>I can join and combine materials and components accurately in temporary and permanent ways.</p> <p>I can sew using a range of different stitches, weave and knit.</p> <p>I can measure, tape or pin, cut and join fabric with some accuracy I can use simple graphical communication techniques</p>	<p>accurately (time, dry ingredients, liquids)</p> <p>I can apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>I can cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>permanent joining techniques.</p> <p>I can make modifications as I go along.</p> <p>I can pin, sew and stitch materials together to create a product.</p> <p>I can achieve a quality product.</p>
Evaluating processes and products		<p>I can return to and build on my previous learning.</p> <p>I can refine my ideas and develop my ability to represent them.</p>	<p>I can evaluate my product by discussing how well it works in relation to the purpose</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</p>	<p>I can evaluate against my design criteria</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</p>	<p>I can evaluate my product against original design criteria e.g. how well it meets its intended purpose</p> <p>I can disassemble and evaluate familiar products</p>	<p>I can evaluate my work both during and at the end of the assignment</p> <p>I can evaluate my products carrying out appropriate tests</p>	<p>I can evaluate a product against the original design specification</p> <p>I can evaluate it personally and seek evaluation from others</p>	<p>I can evaluate my products, identifying strengths and areas for development, and carrying out appropriate tests.</p>



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		I can talk about my creations, explaining the processes I have used (ELG).	I can evaluate my product by asking questions about what I have made and how I have gone about it	I can talk about my ideas, saying what I like and dislike about them			I can record my evaluations using drawings with labels.	I can evaluate against my original criteria and suggest ways that my product could be improved.
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	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> Explore the textures, movement, feel and look of different media and materials. Respond to a range of media and materials developing an understanding that they manipulate and create effects with these. Use different media and materials to express their own ideas. Construct with a purpose in mind using a variety of resources. Develop skills to use simple tools and techniques competently and appropriately Select appropriate resources for a product and adapt their work where necessary <p>PSE</p>	<p>PD</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. <p>PSE</p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. <p>UW</p> <ul style="list-style-type: none"> Explore how things work. <p>EAD</p> <ul style="list-style-type: none"> Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park. 	<p>EAD</p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent



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- Select and use activities and resources, with help when needed. PD
- Use one-handed tools and equipment, for example making snips in paper with scissors.



<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-design-technology>

<https://www.theschoolrun.com/foundation-stage-design-and-technology-explained>

www.twinkl.co.uk

<https://www.pinterest.co.uk/jenniferw4066/eyfs-art-and-dt/>

<https://www.groveprimaryschool.org/dt-in-the-early-years/>

<https://www.shropshirelg.net/curriculum-subjects/design-and-technology/design-technology-in-the-eyfs/>



<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-design-technology>

<https://www.theschoolrun.com/foundation-stage-design-and-technology-explained>

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<https://www.shropshirelg.net/curriculum-subjects/design-and-technology/design-technology-in-the-eyfs/>

[EYFS Learning in Design and Technology - Knowledge Organiser! | Teaching Resources \(tes.com\)](#)

objects.



<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-design-technology>

<https://www.theschoolrun.com/foundation-stage-design-and-technology-explained>

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<https://www.groveprimaryschool.org/dt-in-the-early-years/>

<https://www.shropshirelg.net/curriculum-subjects/design-and-technology/design-technology-in-the-eyfs/>

[EYFS Learning in Design and Technology - Knowledge Organiser! | Teaching Resources \(tes.com\)](#)



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EYFS Learning in Design and Technology - Knowledge Organiser! | Teaching Resources (tes.com)

Reception

I can express my ideas and feelings in different ways.



I can create with resources using my skills.



<https://kinderart.com/art-lessons/painting/emotion/>

I can use a variety of artistic effects to express my ideas and feelings.



I can share my ideas collaboratively in well-formed sentences.

I can refine my ideas and develop my ability to represent them.

[Extending Children's EYFS Activity - Early Years Careers](#)

[EYFS Learning in Design and Technology - Knowledge Organiser! | Teaching Resources \(tes.com\)](#)

Books to support children this term;

I can return to and build on my previous learning.



I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).

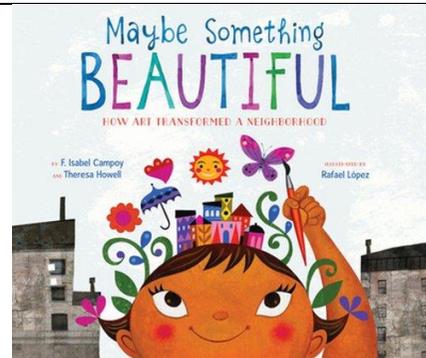
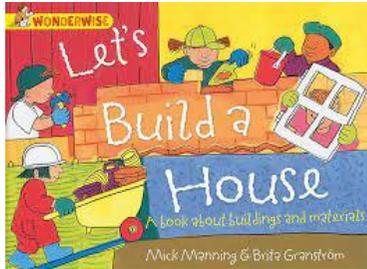
I can make use of props and materials when role playing characters in narratives and stories (ELG).



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<https://help-for-early-years-providers.education.gov.uk/expressive-arts-and-design/communicating-through-arts>

Books to support children this term;



I can talk about my creations, explaining the processes I have used (ELG).

[primary-planning-links-september-2016.pdf \(data.org.uk\)](#)

Books to support children this term;



Year 1

It's Playtime!

I can draw on my own experience to help generate ideas

I can suggest ideas and explain what I am going to do

Castles, Queens and Dragons

I can draw on my own experience to help generate ideas

I can suggest ideas and explain what I am going to do

I can identify a target group for what I intend to design and make

5,4,3,2,1...BLAST OFF!

I can draw on my own experience to help generate ideas

I can suggest ideas and explain what I am going to do

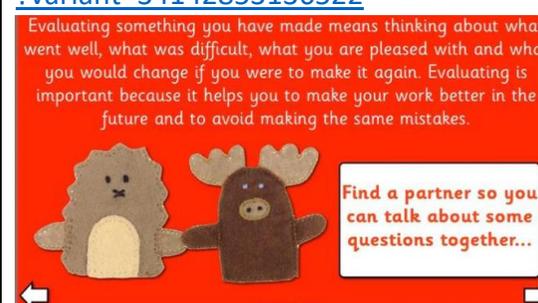


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<p>I can identify a target group for what I intend to design and make I can model my ideas in card and paper</p> <p>I can develop my design ideas applying findings from my earlier research</p> <p>I can make my design using appropriate techniques</p> <p>With help I can measure, mark out, cut and shape a range of materials</p> <p>I can use tools eg scissors and a hole punch safely</p> <p>I can assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape I can use simple finishing techniques to improve the appearance of my product</p> <p>I can select and use appropriate fruit and vegetables, processes and tools (sweet and savoury kebabs)</p> <p>I can use basic food handling, hygienic practices and personal hygiene</p> <p>I can evaluate my product by discussing how well it works in relation to the purpose.</p>	<p>I can develop my design ideas applying findings from my earlier research</p> <p>I can make my design using appropriate techniques</p> <p>I can select and use appropriate fruit and vegetables, processes and tools (salad train, dips and smoothies)</p> <p>I can use basic food handling, hygienic practices and personal hygiene</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p>	<p>I can identify a target group for what I intend to design and make</p> <p>I can model my ideas in card and paper</p> <p>I can develop my design ideas applying findings from my earlier research I can make my design using appropriate techniques</p> <p>With help I can measure, mark out, cut and shape a range of materials</p> <p>I can use tools eg scissors and a hole punch safely</p> <p>I can assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>I can use simple finishing techniques to improve the appearance of my product</p> <p>I can evaluate my product by asking questions about what I have made and how I have gone about it.</p>
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<p>Year 2</p>	<p><u>Fire! Fire!</u></p> <p>I can generate ideas by drawing on my own and other people's experiences.</p> <p>I can develop my design ideas through discussion, observation, drawing and Modelling (GFOL houses)</p> <p>I can begin to select tools and materials; use vocab' to name and describe them (Biscuits)</p> <p>I can follow safe procedures for food safety and hygiene.</p> <p>I can choose and use appropriate finishing techniques (GFOL houses)</p> <p>Fire of London Cakes – food hygiene</p>  <p>Great Fire of Holy Family Houses</p>	<p><u>Where to Now?</u></p> <p>I can identify a purpose for what I intend to design and make.</p> <p>I can identify simple design criteria.</p> <p>I can evaluate against my design criteria.</p> <p>I can make simple drawings and label parts.</p> <p>I can measure, cut and score with some accuracy.</p> <p>I can use hand tools safely and appropriately.</p> <p>I can assemble, join and combine materials in order to make a product.</p> <p>Balloon Car Racers Iydale Technology shop</p> 	<p><u>Famous for 5 minutes</u></p> <p>I can cut, shape and join fabric to make a simple garment.</p> <p>I can use basic sewing techniques (Beast puppets Chris Judge)</p> <p>https://planbee.com/products/puppets?variant=34142853136522</p>  <p>Evaluating something you have made means thinking about what went well, what was difficult, what you are pleased with and what you would change if you were to make it again. Evaluating is important because it helps you to make your work better in the future and to avoid making the same mistakes.</p> <p>Pouches Kapow (Tom's backpack)</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p> <p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p>



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Year 3

- **Rock 'n' roll**
- Suggestions: stone age necklace, sewing a simple purse square
- <https://www.twinkl.co.uk/search?q=stone+age+jewellery>

- I can generate ideas for an item,
- considering its purpose and the user/s

Here are some examples of what jewellery from the Stone Age could have looked like...



- I can identify a purpose and establish criteria for a successful product.
- I can plan the order of their work before starting.

Here are four different bead types you can choose from to make your jewellery from:



Remarkable rainforests

Suggestions: textile frog, book with moving parts

<https://www.twinkl.com/mt/search?q=DT%20poison%20dart%20frog&c=244&ca=0&ct=&r=teacher&p=2>

I can select tools and techniques for making my product.



I can measure, mark out, cut, score and assemble components with more accuracy.

I can work safely and accurately with a range of simple tools.

<https://www.pinterest.co.uk/pin/471400286005707376/>

I can think about my ideas as I make progress and be willing to change things if this helps me improve my work.

I can measure, tape or pin, cut and join fabric with some accuracy.

Egyptians vs Romans

Suggestions: Egyptian sandals, shaduf, roman purse, flatbread making



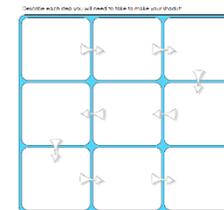
Shaduf-

<https://www.youtube.com/watch?v=wPaefGdXL80>

I can select tools and techniques for making my product.

I can measure, mark out, cut, score and assemble components with more accuracy.

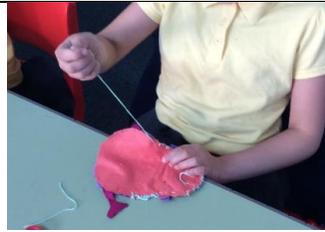
I can work safely and accurately with a range of simple tools.





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- I can explore, develop and communicate design proposals by modelling ideas.
- I can make drawings with labels when designing.



I can demonstrate hygienic food preparation and storage.

I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment using ICT



- I can evaluate my product against original design criteria e.g. how well it meets its intended purpose
- I can disassemble and evaluate familiar products

<https://courtwood.org.uk/wp-content/uploads/2021/01/Year-3-DT-Knowledge-Organisers.pdf>

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

Today you will be designing, making and evaluating a moving information book about the rainforest.



<https://www.twinkl.ac/search?q=dt+moving+parts>

<https://www.teachit.co.uk/resources/primary/designing-your-moving-storybook>

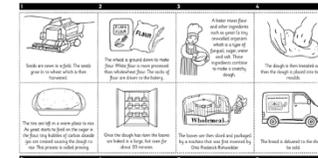
I can think about my ideas as I make progress and be willing to change things if this helps me improve my work.

My Shaduf Evaluation
Colour in the faces that best matches how you feel about each sentence.

I am pleased with how my shaduf turned out.	😊 😐 😞
I think my shaduf looked really good.	😊 😐 😞
My shaduf is able to lift water from a low area to a high area.	😊 😐 😞
My counterweight works really well.	😊 😐 😞
I followed my plan well when making my shaduf.	😊 😐 😞
I had to change things from my plan when making my shaduf.	😊 😐 😞

I can demonstrate hygienic food preparation and storage.

The Process of Bread Production



<https://www.tes.com/teaching-resource/bread-making-worksheets-and-evaluations-6133078>

<https://www.twinkl.co.uk/resource/t3-dt-31-keeping-food-safe-lesson-pack>

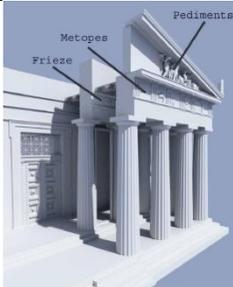


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	 <ul style="list-style-type: none"> • • https://planbee.com/products/seasonal-food 		
<p>Year 4</p>	<p>Groovy Greeks</p> <p>Parthenon Project: I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p> <p>https://cornerstoneseducation.co.uk/curriculum/curriculum-maestro/year-5/design-technology-year-5/architecture/</p> <p>https://www.greecehighdefinition.com/blog/how-the-parthenon-was-built-how-they-raised-marble-to-a-height</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p>	<p>Our Earth Matters</p> <p>Recycling Project: to repurpose recyclable materials to solve a practical need: https://www.recycle-more.co.uk/school</p> <p>I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p>   <p>I can select appropriate tools and techniques for making my product.</p> <p>I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p>	<p>Tribes & Kingdoms</p> <p>Constructing an Anglo Saxon Village</p> <p>I can generate ideas, considering the purposes for which I am designing</p> <p>I can make labelled drawings from different views showing specific features</p>    <p>Anglo Saxon Weaving Project & wall hangings</p>



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I can evaluate products and identify criteria that can be used for my own designs

What did Ancient Greeks eat? Food sampling – preparing Ancient Greek feast.
<https://www.dkfindout.com/uk/history/ancient-greece/what-did-ancient-greeks-eat/>
<https://www.thespruceeats.com/eating-like-an-ancient-greek-1705715>



I can evaluate my work both during and at the end of the assignment

I can evaluate my products carrying out appropriate tests

I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.

I can join and combine materials and components accurately in temporary and permanent ways.

I can measure, tape or pin, cut and join fabric with some accuracy

Design posters to promote and educate about recycling:
Sustainability in DT (powerpoint):
<https://www.stem.org.uk/resources/community/resource/5527/sustainability-dt>

I can use simple graphical communication techniques

Sustainable Design ideas and research projects:
<https://www.stem.org.uk/resources/community/collection/435363/sustainable-design-and-manufacture>

<https://www.teachstarter.com/gb/blog/15-sustainability-activities-and-ideas-for-the-classroom-gb/>

I can sew using a range of different stitches, weave and knit. - Up-cycling clothing



I can join and combine materials and components accurately in temporary and permanent ways.

I can measure, tape or pin, cut and join fabric with some accuracy

I can evaluate my work both during and at the end of the assignment

I can evaluate my products carrying out appropriate tests

Anglo Saxon Jewellery
<https://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html>

I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail





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Year 5

Vikings

Viking Boats

I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

I can evaluate it personally and seek evaluation from others

I can use skills in using different tools and equipment safely and accurately



https://www.teachengineering.org/activities/view/cub_viking_ship_lesson01

Our Roots

Cooking (Traditional African Food)

I can generate ideas through brainstorming and identify a purpose for my product

I can evaluate a product against the original design specification

I can measure and mark out accurately

I can use skills in using different tools and equipment safely and accurately

I can weigh and measure accurately (time, dry ingredients, liquids)

I can apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens

<https://www.tes.com/teaching-resource/taste-of-africa-6439541>
<https://www.twinkl.co.uk/search?q=african+food>
<https://www.kids-world-travel-guide.com/south-african-food.html>



Victorians

Add in William Morris – computing

Victorian bridges –Isambard Brunel

<https://planbee.com/collections/year-5-design-technology/products/building-bridges?variant=34521092751515>

<https://planbee.com/collections/cross-curricular-topics/products/victorians-topic?variant=34561419903131>

I can generate ideas through brainstorming and identify a purpose for my product

I can draw up a specification for my design

I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

I can use results of investigations,



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Viking Jewellery

I can generate ideas through brainstorming and identify a purpose for my product

I can draw up a specification for my design
I can use results of investigations, information sources, including ICT when developing design ideas

I can evaluate a product against the original design specification

I can select appropriate materials, tools and techniques

<https://www.dkfindout.com/uk/history/vikings/viking-jewellery/>



Benin Clay Animal Tiles (Religion link)

I can generate ideas through brainstorming and identify a purpose for my product

I can draw up a specification for my design

I can evaluate it personally and seek evaluation from others

I can use skills in using different tools and equipment safely and accurately

I can cut and join with accuracy to ensure a good-quality finish to the product



information sources, including ICT when developing design ideas

I can cut and join with accuracy to ensure a good-quality finish to the product

I can use skills in using different tools and equipment safely and accurately

I can evaluate a product against the original design specification

I can evaluate it personally and seek evaluation from others



Holy Family Design Technology Progression of Skills

Year	<u>War!</u>	<u>A postcard from...</u>	<u>To be or not to be...</u>
6	<p>Make do and mend.</p> <p>Air Raid Shelters for eggs. I can develop a design specification.</p> <p>I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways.</p> <p>I can assemble components and make working models.</p> <p>I can evaluate against my original criteria and suggest ways that my product could be improved.</p> <p>https://www.cooksinfo.com/british-wartime-food/ Cooking? Seasonality Soup ration recipe? Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Plan B cooking and Nutrition Year 6 – Great British Dishes</p> <p>https://planbee.com/collections/year-6-design-technology/products/great-british-dishes?variant=34521089999003</p> <p>Wartime cottage pie</p>	<p>A postcard from...</p> <p>Lego project?</p> <p>Plan B Fairground https://planbee.com/collections/year-6-design-technology/products/fairground?variant=34521094127771</p> <p>I can assemble components and make working models.</p> <p>I can evaluate against my original criteria and suggest ways that my product could be improved.</p>	<p>To be or not to be... Shakespearean sock puppets- characters from the chosen play.</p> <p>I can communicate my ideas through detailed labelled drawings.</p> <p>I can develop a design specification.</p> <p>I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways.</p> <p>I can plan the order of my work, choosing appropriate materials, tools and techniques.</p> <p>I can select appropriate tools, materials, components and techniques.</p> <p>I can use tools safely and accurately.</p> <p>I can construct products using permanent joining techniques.</p> <p>I can make modifications as I go along.</p> <p>I can pin, sew and stitch materials together to create a product.</p> <p>I can achieve a quality product.</p> <p>I can evaluate my products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>I can record my evaluations using drawings with labels.</p>



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