

Progression Grid

	Design	Make	Evaluate	Technical Knowledge
Year 3	<p>I can draw and colour a picture and add labels for colour, materials, and methods</p> <p>I can say what people like and include that in my design</p>	<p>I can identify different tools to help me make and know how to use them safely</p> <p>I can select the materials I need based on their properties</p> <p>I can attach materials with some support</p>	<p>I can look at an existing product and say what I think about it</p> <p>I can use a scale to say how much I agree with statements.</p> <p>I can look at my work and say what has gone well and say what could be better next time</p>	<p>I can identify different types of stitch</p> <p>Understand how to strengthen structures with bars</p> <p>To understand air pressure and its use</p>
Year 4	<p>I can draw a picture and add labels for colour, materials, and methods – including adding measures in cm</p> <p>I can match a design to a given person and their needs (design criteria)</p>	<p>I can select tools and demonstrate how to use them safely</p> <p>I select materials based on their properties</p> <p>I can attach and combine materials using different methods.</p> <p>With support I can follow a set of instructions</p>	<p>I can look at an existing product and say who might use it and who it might appeal to.</p> <p>I can give simple answers to questions about my work.</p> <p>I can identify what has gone well to produce my final product and identify areas that can be improved in my final product</p>	<p>I can design a safe working circuit using different components</p> <p>I can identify different mechanisms</p> <p>I know how to work in a safe and healthy way in the kitchen.</p> <p>I understand the term seasonality and can identify where foods are grown</p>
Year 5	<p>I can draw and annotate a design – starting to include measures in mm</p> <p>I can identify the needs for a design and create a design criteria</p> <p>I can write down the stages to make a product with support</p>	<p>I can select the best tools to complete a task</p> <p>I can work with materials and find ways to make them stronger and more stable.</p> <p>I am attaching materials securely to each other.</p> <p>I can follow a set of instructions to create a product</p>	<p>I can look at existing products and describe their use as well as how effect they are.</p> <p>I am starting to give more detailed answers in my evaluations of my own products.</p> <p>I can identify where my skills have improved and what I need to continue to work on</p> <p>I can comment on how similar my design was to my final product and suggest why they might be different</p>	<p>I can explain sewing processes such as applique</p> <p>I understand the role of yeast in bread and why it needs time to prove</p> <p>I understand the role of kneading</p> <p>Understand how to strengthen, stiffen and reinforce structures</p>

<p>Year 6</p>	<p>I can draw and fully annotate a design using mm for measures, detailing materials to construct</p> <p>I can develop a design criteria and follow that to complete my design.</p> <p>I can alter a set of instructions to make a product</p> <p>I can write a set of clear instructions on how to make my product</p>	<p>I can select and use a variety of tools safely and independently</p> <p>I can select from a wide range of materials, considering the qualities they possess.</p> <p>I am finding ways to strengthen connections between materials</p> <p>I am starting to solve problems I encounter more independently</p>	<p>I can look at existing products and say how effective they are and how they could be improved.</p> <p>I can give a detailed evaluation on my working through the project (investigation, design, making, final piece).</p> <p>I can comment on my methods and ways of working, where skills have improved and where I still need support.</p>	<p>Understand how mechanisms including pulleys work.</p> <p>Construct electrical systems with motors</p> <p>Understand that everyday electronic equipment can be controlled by micro-computers</p>
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