



Year Three DT Progression Steps

Year 3	Developing	Expected Standard	Exceeding	Language
Background Research Design	With support pupils can create a design that meets some requirements. They consider the equipment and tools needed when planning. Pupils can describe a design using an accurately labelled diagram, and in words. With support they can use computer aided design to develop and communicate their idea.	Pupils can create a design that meets a range of requirements. They consider the equipment and tools needed when planning. Pupils can describe a design using an accurately labelled diagram, and in words. Pupils can work within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. They can use computer aided design to develop and communicate their idea.	Pupils can create a design that meets a range of requirements. They consider the equipment and tools needed when planning. Pupils can describe a design using an accurately labelled diagram, and in words. They can share and clarify ideas through discussion. Pupils can confidently work within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. They can describe the purpose of their products. They can use computer aided design to develop and communicate their idea.	Think, design, sketch, label, product, develop, design criteria, discussion
Make	With support pupils can use a range of tools and equipment accurately, following procedures for safety and hygiene. They can measure, mark out, assemble and join materials and components with some accuracy. They can select materials suitable for the task.	Pupils can use a range of tools and equipment accurately, following procedures for safety and hygiene. They can measure, mark out, assemble and join materials and components with accuracy. They can explain their choice of tool and equipment in relation to the skills and techniques they will be using. They can select materials suitable for the task.	Pupils can use a wide range of tools and construction materials accurately including construction materials textiles, food ingredients, mechanical components and electrical components, following procedures for safety and hygiene. They can measure, mark out, assemble and join materials and components with accuracy. They can explain their choice of tool and equipment in relation to the skills and techniques they will be using. They can select materials suitable for the task.	Ideas, tools, materials, plan, equipment, accuracy, mechanical, electrical different techniques.
Evaluate	With support pupils can evaluate their own products, identifying the strengths and areas for development. They will be taught to investigate and analyse existing products, identifying how well the products have been designed and made. Pupils can suggest what could be changed to improve a design, beginning to link this to the design brief.	Pupils can evaluate their own products, identifying the strengths and areas for development. They will be taught to investigate and analyse existing products, identifying how well the products have been designed and made. Pupils can suggest what could be changed to improve a design, beginning to link this to the design brief.	Pupils can evaluate their own products, identifying the strengths and areas for development. They can give reasons for their findings and consider the views of others including intended users. They will be taught to investigate and analyse a range of existing products, identifying how well the products have been designed and made. Pupils can suggest what could be changed to improve a design, beginning to link this to the design brief.	Design brief, Product, analyse, compare, pros and cons, improvement
Technical Knowledge	With support pupils can use learning from science and maths to help design and make products work (STEM) Pupils are beginning to understand that materials have both functional properties and aesthetic qualities. Pupils are developing an understanding that materials can be combined and mixed to create more useful characteristics.	Pupils can use learning from science and maths to help design and make products work (STEM) Pupils understand that materials have both functional properties and aesthetic qualities. Pupils understand that materials can be combined and mixed to create more useful characteristics.	Pupils can independently and effectively use learning from science and maths to help design and make products work (STEM) Pupils understand that materials have both functional properties and aesthetic qualities. Pupils understand that materials can be combined and mixed to create more useful characteristics. They can use the correct technical vocabulary for the projects they are undertaking.	Structure, characteristics, textiles support explore, movement, mechanisms, properties
Cooking and Nutrition	With support pupils begin to understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). With support pupils can sort foods into 5 groups using the Eatwell Plate. With close supervision they can begin to cook foods using toasters and microwaves.	Pupils understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). Sort foods into the 5 groups using The Eatwell Plate. They understand that food has to be farmed, grown elsewhere or caught. They will begin to cook foods using toasters and microwaves.	Pupils have a clear understanding whether food comes from plants or animals. They know how to peel, cut, grate, mix and mould foods. They can sort foods into the 5 groups using The Eatwell Plate and understand that a healthy diet is made up of a variety and balance of different food and drink. They understand that food has to be farmed, grown elsewhere or caught. They can cook foods using toasters and microwaves.	Peel, cut, grate, animals, food groups, farmed, caught, variety, balance, diet, cook.

