



Year Four DT Progression Steps

Year 4	Developing	Expected Standard	Exceeding	Language
Background Research Design	With support pupils can generate more than one idea for how to create a product. With guidance they can gather information to help design a successful product. Pupils can create a design that meets a range of requirements. Pupils can produce a plan with labelled diagrams and a written explanation.	Pupils can generate more than one idea for how to create a product. They can gather information to help design a successful product. Pupils can create a design that meets a range of requirements. Pupils can produce a detailed plan with labelled diagrams a written explanation and step by step guide. They can make design decisions that take into account the availability of resources.	Pupils can generate a range of ideas for how to create a product. They can gather information to help design a successful product. Pupils can create a design that meets a range of requirements and can share and clarify their ideas through discussion. Pupils can produce a detailed plan with labelled diagrams a written explanation and step by step guide. They can annotate their sketches and diagrams to develop and communicate their ideas. They can make design decisions that take into account the availability of resources.	Think, design, sketch, annotate, label, product, develop, design criteria, discussion , requirements, diagrams, accountability
Make	With support pupils can use a range of tools and equipment accurately, following procedures for safety and hygiene. With guidance 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 and according to the functional properties of the materials. They can order some stages of making.	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 and according to the functional properties and aesthetic qualities of the materials. They can order the main stages of making.	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 and according to the functional properties and aesthetic qualities of the materials. They can order each stage of making. They can apply a range of finishing techniques including those from art and design, with some accuracy.	Ideas, tools, materials, plan, equipment, accuracy, mechanical, electrical different techniques.
Evaluate	With support pupils can evaluate the appearance and usability of their own and pre – existing products. With guidance they can explain how the original design could be improved, considering the appearance and usability linking this to the design brief. Pupils can consider the views of others, including intended users to improve their work. They can use their design criteria to evaluate their completed products.	Pupils can evaluate the appearance and usability of their own and pre – existing products. They can explain how the original design could be improved, considering the appearance and usability linking this to the design brief. Pupils can consider the views of others, including intended users to improve their work. They can use their design criteria to evaluate their completed products. Pupils can evaluate how well products meet users needs and wants.	Pupils can evaluate the appearance and usability of their own and pre – existing products. They can explain how the original design could be improved, considering the appearance and usability linking this to the design brief. Pupils can consider the views of others, including intended users to improve their work. They can use their design criteria to evaluate their completed products. They can discuss why materials have been chosen and what methods of construction have been used. Pupils can evaluate how well products meet users’ needs and wants.	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. They are beginning to understand the functions of a simple electrical circuit.	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. They understand that mechanical and electrical systems have an input process and output.	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. They understand how mechanical systems such as levers and linkages or pneumatic systems create movement.	Structure, characteristics, textiles support explore, movement, mechanisms
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 microwave. They are beginning to understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.	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 understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.	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 understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.	Peel, cut, grate, animals, food groups, farmed, caught, variety, balance, diet, cook, savoury, sweet, healthy, balanced