

Design and Technology Progression of skills

Skills Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design		<p>With support:</p> <p>Work in a range of environments e.g. classroom, playground, local community, story based.</p> <p>Design purposeful, functional products based upon a design criteria.</p> <p>Produce, develop and adapt ideas through discussion, sharing, drawing, templates and observation.</p> <p>Where appropriate use simple computing software.</p> <p>Generate own ideas for design by drawing their own experiences gained from reading.</p> <p>Describe the purpose of the design and who its intended for.</p>	<p>With developing confidence:</p> <p>Work in a range of relevant contexts e.g. wider environment, school grounds, home.</p> <p>Design purposeful, functional products based upon a design criteria with an increasing knowledge base.</p> <p>Generate, develop, model and share their ideas through talking, drawing, templates, mock-ups.</p> <p>Where appropriate use appropriate computer software.</p> <p>Generate own ideas for design by drawing their own experiences gained from reading.</p> <p>State the purpose of the design and the intended user.</p>	<p>With support:</p> <p>Gather data regarding the requirements of particular groups or individuals.</p> <p>Design and develop their own criteria from which to form their ideas.</p> <p>Research designs.</p> <p>Listen, share and clarify ideas through discussion.</p> <p>Model their ideas by making prototypes and pattern pieces.</p> <p>Use annotated sketches, diagrams and cross sectional drawings.</p> <p>Use computer aided design. (CAD)</p>	<p>Greater understanding:</p> <p>Collate information about the needs and the wants of specific individuals and groups.</p> <p>Create their own design criteria and use these to inform their own ideas.</p> <p>To research their own designs.</p>	<p>Completing surveys, interviews, questionnaires and web-based resources to carry out research.</p> <p>Detect the wants, needs, preferences and values of specific groups and individuals.</p> <p>Develop a simple design specification to guide their thought processes.</p> <p>Identify when their products are required to fulfil requirements of a conflicting nature.</p>	<p>Greater understanding:</p> <p>Completing surveys, interviews, questionnaires and web-based resources to carry out research.</p> <p>Detect the wants, needs, preferences and values of specific groups and individuals.</p> <p>Create a simple design criteria to guide their thinking.</p> <p>Recognise when their designs have to achieve contradictory conditions.</p>

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Plan	<p>Manipulate materials to achieve a planned effect.</p> <p>Select appropriate resources and adapt work where necessary.</p> <p>Use tools and equipment correctly and safely.</p>	<p>With support: Select from a range of tools and equipment to perform practical tasks- cutting, shaping, joining and finishing, explaining their choices.</p> <p>Use tools safely and correctly.</p> <p>Select from and use a range of materials and components including textiles, construction, ingredients and materials according to their characteristics explaining their choices.</p> <p>Select tools, equipment, components and materials suitable for the task.</p>	<p>With developing confidence: Select from a range of tools and equipment to perform practical tasks- cutting, shaping, joining and finishing, explaining their choices.</p> <p>Use tools safely and correctly.</p> <p>Select from and use a range of materials and components including textiles, construction, ingredients and materials according to their characteristics explaining their choices.</p> <p>Select tools, equipment, components and materials suitable for the task.</p>	<p>With support: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including textiles, construction, ingredients and materials according to their functional properties and aesthetic qualities , explaining their choices.</p> <p>Select tools, equipment, materials and components suitable for the task.</p> <p>Explain their choice of equipment and tools in relation to the skills and techniques they'll be using.</p> <p>Order the main stages of making.</p> <p>Produce a detailed list of tools, equipment and materials required.</p>	<p>With developing confidence: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including textiles, construction, ingredients and materials according to their functional properties and aesthetic qualities, explaining their choices.</p> <p>Select tools, equipment, materials and components suitable for the task.</p> <p>Explain their choice of equipment and tools in relation to the skills and techniques they'll be using.</p> <p>Order the main stages of making.</p> <p>Produce a detailed list of tools, equipment and materials required.</p>	<p>With developing confidence and understanding: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including textiles, construction, ingredients and materials according to their functional properties and aesthetic qualities, explaining their choices.</p> <p>Select tools, equipment, materials and components suitable for the task.</p> <p>Explain their choice of equipment and tools in relation to the skills and techniques they'll be using.</p> <p>Order the main stages of making.</p> <p>Produce a detailed list of tools, equipment and materials required.</p>	<p>With confidence and understanding: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including textiles, construction, ingredients and materials according to their functional properties and aesthetic qualities, explaining their choices.</p> <p>Select tools, equipment, materials and components suitable for the task.</p> <p>Explain their choice of equipment and tools in relation to the skills and techniques they'll be using.</p> <p>Order the main stages of making.</p> <p>Produce a detailed list of tools, equipment and materials required.</p>

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<p>Make: Practical Skills & Techniques</p>	<p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating space.</p> <p>Use a variety of construction materials.</p> <p>Join construction materials to build and balance.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Use one handed tools and equipment, e.g. making snips into paper with child friendly scissors.</p>	<p>With support:</p> <p>Follow procedures for safety.</p> <p>Make and use templates.</p> <p>Mark out, measure, shape, cut out components and materials.</p> <p>Combine, join and assemble components and materials.</p> <p>Use simple fixing materials e.g. paperclips, tape (temporary) staples and glue (permanent)</p> <p>Use finishing techniques, including those learnt from art and design.</p>	<p>With developing confidence:</p> <p>Follow procedures for safety.</p> <p>Make and use templates.</p> <p>Mark out, measure, shape, cut out components and materials.</p> <p>Combine, join and assemble components and materials.</p> <p>Use simple fixing materials e.g. paperclips, tape (temporary) staples and glue (permanent)</p> <p>Use finishing techniques, including those learnt from art and design.</p>	<p>With developing independence:</p> <p>Follow procedures for safety.</p> <p>Use a wider range of materials and components, including construction materials, kits, textiles, food ingredients, mechanical and electrical components.</p> <p>Mark out, measure, shape, cut out components and materials with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy, applying a range of finishing techniques, including those learnt from art and design.</p>	<p>With more accuracy:</p> <p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials, kits, textiles, food ingredients, mechanical and electrical components.</p> <p>Mark out, measure, shape, cut out components and materials with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy, applying a range of finishing techniques, including those learnt from art and design.</p>	<p>With more confidence and accuracy:</p> <p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials, kits, textiles, food ingredients, mechanical and electrical components.</p> <p>Accurately measure to the nearest mm, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components with some accuracy, applying a range of finishing techniques, including those learnt from art and design.</p> <p>Use techniques that involve a number of steps.</p> <p>Demonstrate resourcefulness- make adjustments and refinements.</p>	<p>With detail and accuracy:</p> <p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials, kits, textiles, food ingredients, mechanical and electrical components.</p> <p>Accurately measure to the nearest mm, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components with some accuracy, applying a range of finishing techniques, including those learnt from art and design.</p> <p>Use techniques that involve a number of steps.</p> <p>Demonstrate resourcefulness- make adjustments and refinements.</p>

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<p style="text-align: center;">Cooking</p> <p style="text-align: center;">Food preparation and nutrition</p>		<p>Begin to develop an understanding of where food comes from e.g. plants and animals, along with the country food originates from.</p> <p>Begin to understand that some food has to be farmed, caught or sources elsewhere.</p> <p>Name and sort food into the five food groups.</p> <p>To begin to understand the importance of a healthy and varied diet and that you should eat at least 5 portions of fruit and vegetables every day.</p>	<p>Increased understanding of where food comes from e.g. plants and animals, along with the country food originates from.</p> <p>Begin to understand that some food has to be farmed, caught or sources elsewhere.</p> <p>Name and sort food into the five food groups</p> <p>To understand the importance of a healthy and varied diet and that you should eat at least 5 portions of fruit and vegetables every day.</p> <p>groups confidently and explain why. (Eat Well)</p>	<p>With a developing confidence and understanding:</p> <p>Apply the principles of a healthy diet and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>A developing awareness of hygiene and safety.</p> <p>Understand produce seasonality, where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand that produce such as tomatoes, wheat, potatoes and peas are grown, food such as pigs, chickens and cattle are reared along with fish being caught in the U.K, Europe and around the world.</p> <p>Use the appropriate equipment to measure and weigh ingredients.</p>	<p>With confidence and understanding:</p> <p>Apply the principles of a healthy diet and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>A developing awareness of hygiene and safety.</p> <p>Understand produce seasonality, where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand that produce such as tomatoes, wheat, potatoes and peas are grown, food such as pigs, chickens and cattle are reared along with fish being caught in the U.K, Europe and around the world.</p> <p>Use the appropriate equipment to measure and weigh ingredients.</p> <p>Prepare simple dishes hygienically and safely</p>	<p>With a deeper confidence and understanding:</p> <p>Apply the principles of a healthy diet and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>A developing awareness of hygiene and safety.</p> <p>Understand produce seasonality, where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand that produce such as tomatoes, wheat, potatoes and peas are grown, food such as pigs, chickens and cattle are reared along with fish being caught in the U.K, Europe and around the world.</p> <p>Use the appropriate equipment to measure and weigh ingredients.</p> <p>Prepare simple dishes hygienically and safely</p>	<p>With a deeper knowledge, understanding and accuracy:</p> <p>Apply the principles of a healthy diet and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>A developing awareness of hygiene and safety.</p> <p>Understand produce seasonality, where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Understand that produce such as tomatoes, wheat, potatoes and peas are grown, food such as pigs, chickens and cattle are reared along with fish being caught in the U.K, Europe and around the world.</p> <p>Use the appropriate equipment to measure and weigh ingredients.</p> <p>Prepare simple dishes hygienically and safely without using a heat source.</p>

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				<p>Prepare simple dishes hygienically and safely without using a heat source.</p> <p>Name and sort foods into the 5 food groups within the Eat Well plate.</p> <p>Understand that everyone should eat at least 5 portions of fruit and vegetables a day.</p> <p>Measure in grams accurately. Follow a recipe.</p>	<p>without using a heat source.</p> <p>Name and sort foods into the 5 food groups within the Eat Well plate.</p> <p>Understand that everyone should eat at least 5 portions of fruit and vegetables a day.</p> <p>Measure in grams accurately. Follow a recipe.</p>	<p>without using a heat source.</p> <p>Name and sort foods into the 5 food groups within the Eat Well plate.</p> <p>Understand that everyone should eat at least 5 portions of fruit and vegetables a day.</p> <p>Measure in grams accurately. Follow a recipe.</p>	<p>Name and sort foods into the 5 food groups within the Eat Well plate.</p> <p>Understand that everyone should eat at least 5 portions of fruit and vegetables a day.</p> <p>Measure in grams accurately. Follow a recipe.</p>
Skills Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	<p>Show curiosity objects, events and people.</p> <p>Be excited about what they have made/created.</p>	<p>Begin to explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against a design criteria.</p> <p>Begin to share their design ideas and what they're making.</p> <p>Make simple judgements about their products and ideas against a simple design criteria.</p>	<p>With developing confidence, explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against a design criteria.</p> <p>With developing confidence, talk about their design ideas and what they're making.</p> <p>Make simple judgements about their products and ideas against a design criteria.</p>	<p>With developing confidence and understanding:</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>With developing confidence and understanding:</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>With deeper understanding and confidence:</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose, as they make and design.</p> <p>Compare their ideas and products to the original design specification.</p> <p>Investigate and analyse a range of existing products.</p>	<p>With deeper knowledge, understanding and accuracy:</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose, as they make and design.</p> <p>Compare their ideas and products to the original design specification.</p> <p>Investigate and analyse a range of existing products.</p>

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		<p>Suggest how their products could be improved.</p> <p>Evaluate components and products used.</p> <p>Begin to investigate, what and who products are for, how they are made and what materials are used.</p>	<p>Suggest how their products could be improved.</p> <p>Evaluate components and products used.</p> <p>With increasing confidence investigate, what and who products are for, how they are made and what materials are used.</p>	<p>Identify strengths and weaknesses of ideas and products.</p> <p>Consider the opinions of others, including intended users, to improve their work.</p> <p>Refer back to their original design criteria as they design and make.</p> <p>Use their original design criteria to evaluate their completed product.</p>	<p>Identify strengths and weaknesses of ideas and products.</p> <p>Consider the opinions of others, including intended users, to improve their work.</p> <p>Refer back to their original design criteria as they design and make.</p> <p>Use their original design criteria to evaluate their completed product.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Identify strengths and weaknesses of ideas and products.</p> <p>Consider the opinions of others, including intended users, to improve their work.</p> <p>Refer back to their original design criteria as they design and make.</p> <p>Use their original design criteria to evaluate their completed product.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Identify strengths and weaknesses of ideas and products.</p> <p>Consider the opinions of others, including intended users, to improve their work.</p> <p>Refer back to their original design criteria as they design and make.</p> <p>Use their original design criteria to evaluate their completed product.</p>
Skills Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand that tools can be used for a purpose.	Begin to build structures, exploring how they can be made stronger, stiffer and more stable.	With increasing confidence, build structures, exploring how they can be made stronger, stiffer and more stable.	With developing confidence and understanding: Apply their knowledge and understanding of how to stiffen, strengthen and	With confidence and understanding: Apply their knowledge and understanding of how to stiffen, strengthen and	With deeper understanding and confidence: Apply their knowledge and understanding of how to stiffen, strengthen and	With deeper knowledge, understanding and accuracy: Apply their knowledge and understanding of how to stiffen, strengthen and

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<p>Technical Knowledge Making products work.</p>		<p>Explore and use mechanisms into their products e.g. levers, wheels, axles and sliders.</p> <p>Begin to understand about the simple working characteristics of components and materials.</p> <p>Begin to understand about the movement of simple mechanisms including sliders and levers.</p> <p>Begin to understand that food ingredients should be combined according to their sensory characteristics.</p> <p>Begin to understand the importance of food safety.</p> <p>How to use equipment safely.</p> <p>To develop a basic understanding that food contains nutrients.</p> <p>Begin to use the correct technical</p>	<p>Explore and use mechanisms into their products e.g. levers, wheels, axles and sliders.</p> <p>With increasing confidence understand about the simple working characteristics of components and materials.</p> <p>Understand about the movement of simple mechanisms including sliders, axles, wheels and levers.</p> <p>With increasing confidence, understand that food ingredients should be combined according to their sensory characteristics.</p> <p>Understand the importance of food safety.</p> <p>How to use equipment safely.</p> <p>To understanding that food contains nutrients.</p> <p>Know the correct technical vocabulary</p>	<p>reinforce more complex structures.</p> <p>Understand and incorporate mechanical systems into their products e.g. linkages, cams, levers, pulleys and gears.</p> <p>Understand and incorporate electrical systems into their products e.g. series circuits using buzzers, motors, switches, bulbs.</p> <p>Apply their understanding of computing to monitor, program and control their products.</p> <p>Understand how to incorporate learnt knowledge of maths and science to support designing functioning products.</p> <p>Understand that materials have aesthetic qualities along with functional properties.</p> <p>To understand that materials can be combined to create a material with more beneficial characteristics.</p>	<p>reinforce more complex structures.</p> <p>Understand and incorporate mechanical systems into their products e.g. linkages, cams, levers, pulleys and gears.</p> <p>Understand and incorporate electrical systems into their products e.g. series circuits using buzzers, motors, switches, bulbs.</p> <p>Apply their understanding of computing to monitor, program and control their products.</p> <p>Understand how to incorporate learnt knowledge of maths and science to support designing functioning products.</p> <p>Understand that materials have aesthetic qualities along with functional properties.</p> <p>To understand that materials can be combined to create a material with more beneficial characteristics.</p>	<p>reinforce more complex structures.</p> <p>Understand and incorporate mechanical systems into their products e.g. linkages, cams, levers, pulleys and gears.</p> <p>Understand and incorporate electrical systems into their products e.g. series circuits using buzzers, motors, switches, bulbs.</p> <p>Apply their understanding of computing to monitor, program and control their products.</p> <p>Understand how to incorporate learnt knowledge of maths and science to support designing functioning products.</p> <p>Understand that materials have aesthetic qualities along with functional properties.</p> <p>To understand that materials can be combined to create a material with more beneficial characteristics.</p>	<p>and reinforce more complex structures.</p> <p>Understand and incorporate mechanical systems into their products e.g. linkages, cams, levers, pulleys and gears.</p> <p>Understand and incorporate electrical systems into their products e.g. series circuits using buzzers, motors, switches, bulbs.</p> <p>Apply their understanding of computing to monitor, program and control their products.</p> <p>Understand how to incorporate learnt knowledge of maths and science to support designing functioning products.</p> <p>Understand that materials have aesthetic qualities along with functional properties.</p> <p>To understand that materials can be combined to create a material with more beneficial characteristics.</p> <p>To understand that electrical and mechanical</p>
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		<p>vocabulary for the projects they are undertaking.</p>	<p>for the projects they are undertaking.</p>	<p>To understand that electrical and mechanical systems have both an input and output process.</p> <p>Know the importance of food safety.</p> <p>Know how to use equipment safely.</p> <p>Have a better understanding that food contains nutrients.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To understand that electrical and mechanical systems have both an input and output process.</p> <p>Know the importance of food safety.</p> <p>Know how to use equipment safely.</p> <p>Have a better understanding that food contains nutrients.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To understand that electrical and mechanical systems have both an input and output process.</p> <p>Know the importance of food safety.</p> <p>Know how to use equipment safely.</p> <p>Have a better understanding that food contains nutrients.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p>	<p>systems have both an input and output process.</p> <p>Know the importance of food safety.</p> <p>Know how to use equipment safely.</p> <p>Have a better understanding that food contains nutrients.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p>
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