Progr	Progression of Skills Subject: Design and Technology Subject Leader: Mrs R Cureton								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	Initiates	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding		
	conversations,	contexts, users and	contexts, users and	contexts, users and	contexts, users and	contexts, users and	contexts, users and		
	attends to and takes	purposes	purposes	purposes	purposes	purposes	purposes		
	account of what		use simple design		gather information		carry out research;		
	others say e.g.	Begin to use simple	criteria; state what	Begin to gather	about user needs;	Begin to carry out	develop a simple design		
	agreeing what	design criteria; state	their products are, who	information about user	develop their own	research; develop a	specification; describe		
	materials to use.	what their products are,	and what they are for	needs; develop their	design criteria; describe	simple design	the user, purpose and		
	Can select and use	who and what they are	and how they will work.	own design criteria;	the user, purpose and	specification; describe	design features of their		
	resources with help.	for and how they will		describe the user,	design features of their	the user, purpose and	products and explain		
	Begins to accept	work.		purpose and design	products and explain	design features of their	how they will work.		
	the needs of others			features of their	how they will work.	products and explain			
⊆	and can take turns			products and explain		how they will work.			
. <u>S</u>	and share			how they will work.					
Design	resources,	Generating,	Generating,	Generating,	Generating,	Generating,	Generating,		
-	sometimes with	developing, modelling	developing, modelling	developing, modelling	developing, modelling	developing, modelling	developing, modelling		
	support from others	and communicating	and communicating	and communicating	and communicating	and communicating	and communicating		
	e.g. sharing a	ideas	ideas	ideas	ideas	ideas	ideas		
	construction kit.	Begin to generate ideas	generate ideas using	Begin to generate	generate realistic ideas	Begin to generate	generate innovative		
	Constructs with a	using their own	their own experiences	realistic ideas based on	based on user needs;	innovative ideas	ideas drawing on		
	purpose in mind,	experiences and	and existing products;	user needs; use a range	use a range of drawing	drawing on research;	research; use a range of		
	using a variety of	existing products; use	use talk, drawing,	of drawing skills,	skills, discussion,	use a range of drawing	drawing skills,		
	resources.	talk and drawing	templates, mock-ups	discussion, prototypes,	prototypes, pattern	skills, discussion,	discussion, prototypes,		
	 Manipulates 		and, where	pattern pieces and	pieces and computer-	prototypes, pattern	pattern pieces and		
	materials to achieve		appropriate,	computer-aided design.	aided design.	pieces and computer-	computer-aided design.		
	a planned effect.		computers.			aided design.			
	Exploring and Using	Planning	Planning	Planning	Planning	Planning	Planning		
	Media and		plan by suggesting what	Begin to order the main	order the main stages	Begin to formulate lists	formulate lists of		
	Materials	plan by suggesting what	to do next; select from	stages of making; select	of making; select	of resources and step-	resources and step-by-		
	Shows an interest in	to do next	a range of tools,	suitable tools,	suitable tools,	by-step plans; select	step plans; select		
Making	technological toys	select from a range of	equipment, materials	equipment, materials	equipment, materials	suitable tools,	suitable tools,		
	with knobs or	tools and equipment,	and components.	and components and	and components and	equipment, materials	equipment, materials		
Tak	pulleys	explaining their choices	•	explain their choices	explain their choices.	and components and	and components and		
~	Uses various	select from a range of				explain their choices.	explain their choices.		
	construction	materials and				,			
	materials.	components							
		<u>'</u>							
		•							
	Beginning to construct, stacking	according to their characteristics							

	blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. Shows skill in making toys work by pressing parts or	Practical skills and techniques Begin to follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.	Practical skills and techniques follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.	Practical skills and techniques Begin to follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy	Practical skills and techniques follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.	Practical skills and techniques Begin to follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy	Practical skills and techniques follow procedures for safety and hygiene; use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.
Evaluate	- :	Own ideas and products With support, make simple judgements about their products and ideas against design criteria	Own ideas and products make simple judgements about their products and ideas against design criteria.	Own ideas and products Begin to evaluate their ideas and products against their design criteria.	Own ideas and products evaluate their ideas and products against their design criteria.	Own ideas and products Begin to identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements.	Own ideas and products identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements.

		Existing products					
		Begin to explore who	explore who and what	Begin to investigate	investigate how well	Begin to investigate	investigate how well
		and what products are	products are for, how	how well products have	products have been	how well products have	products have been
		for, how they work and	they work and are used,	been designed and	designed and made,	been designed and	designed and made,
		are used, what	what materials they are	made, whether they are	whether they are fit for	made, whether they are	whether they are fit for
		materials they are	made from and what	fit for purpose and	purpose and meet user	fit for purpose and	purpose and meet user
		made from and what	they like and dislike	meet user needs; why	needs; why materials	meet user needs; why	needs; why materials
		they like and dislike	about them.	materials have been	have been chosen, the	materials have been	have been chosen, the
		about them.	about them.	chosen, the methods of	methods of	chosen, the methods of	methods of
		about them.		construction used and	construction used and	construction used, how	construction used, how
				how well they work.	how well they work.	well they work, and	well they work, and
				now well they work.	now well they work.	how innovative and	how innovative and
		Vov. ovente and	Vov. ovente and	Vov. ovente and	Var. arranta and	sustainable they are	sustainable they are.
		Key events and individuals					
		iliuividuais	iliuiviuuais	Begin to know about			
					know about inventors,	know about inventors,	know about inventors,
				inventors, designers,	designers, engineers,	designers, engineers,	designers, engineers,
				engineers, chefs and	chefs and	chefs and	chefs and manufacturers who
				manufacturers who	manufacturers who	manufacturers who	
				have developed ground-	have developed	have developed ground-	have developed
				breaking products.	ground-breaking	breaking products.	ground-breaking
					products.		products.
	Making products	Making products work					
	work	-		-		-	
		Textiles	know about the simple	Textiles	know that materials	Textiles	know that materials
	Explains own	have discussed their	working characteristics	have sufficient	have functional and	have used information	have functional and
	knowledge and	ideas as they developed	of materials and	understanding and skills	aesthetic qualities; that	from investigating	aesthetic qualities; that
	understanding, and	and be able to say what	components, the	in working with textiles	systems have an input,	Greek Sandals to inform	systems have an input,
ge	asks appropriate	their design has to do;	movement of simple	to design and make a	process and output;	their own designing and	process and output;
led	questions of others	have created a puppet	mechanisms, how	Roman money pouch	how to program a	making; have developed	how to program a
NO.	e.g. sharing what	that works (ie is the	freestanding structures	that meets their design	computer to control	their skills in working	computer to control
Kn	they know about	right size and reflects	can be made stronger,	criteria; have evaluated	their products; how to	with textiles and will	and monitor their
cal	how a product	the character) using a	stiffer and more stable;	existing products,	make strong, stiff shell	have designed and	products; how to
juri	works.	given technique; have	use the correct	testing fabrics to choose	structures; use the	made a Greek Sandal	reinforce and
Technical Knowledge		stitched two pieces of	technical vocabulary.	an appropriate one;	correct technical	using appropriate	strengthen a
		fabric together and		have applied decorative	vocabulary.	materials and	framework; use the
	Textiles	added features using	Textiles	techniques		techniques; have been	correct technical
	use a basic running	appropriate materials	have worked with	appropriately	Textiles	able to evaluate	vocabulary.
	stich;	and techniques	minimal guidance and	Understand seam	Have written design	critically both the	
	Describe how	Colour fabrics using	with increasing care	allowance.	criteria and designed a	appearance and	Textiles
	different textiles	fabric paints, printing,	using safely and with		sleeve that matches this	function of the Greek	have used information
	feel	painting etc.	some accuracy the tools				from investigating bags

Make a product from textiles by gluing

Mechanisms

Cut materials using scissors Describe the materials using different words Cut out shapes using a template
Join fabrics using running stitch, glue, staples, over sewing and tape.
Decorate fabrics with buttons, beads, sequins, braids and ribbons.

Mechanisms

have gained an understanding of how simple mechanisms related to moving vehicles work, after clarifying their ideas through discussion; have made a wheeled vehicle which moves and which generally matches their design intention

and techniques shown
to them
make and/or use a
simple paper
pattern/template to cut
out accurate pieces
Colour fabrics using
fabric paints, printing,
painting etc.
Cut out shapes using a
template.
Join fabrics using
running stitch, glue,
staples, over sewing
and tape.

Mechanisms

Decorate fabrics with

buttons, beads.

seguins, braids and

ribbons

have gained an understanding of simple winding mechanisms and made realistic suggestions as to how their ideas can be achieved; have constructed mechanisms using construction kits and reclaimed materials; have made the parts have been able to say what works well in their model

Join fabrics using running stitch, over sewing and back stitch. Produce a prototype using J cloths.
Use appropriate decoration techniques (for example appliqué).
Create a simple pattern.

Mechanisms

have developed an understanding of simple pneumatic systems; have worked as part of a team to design and make a train with at least one moving part controlled by a pneumatic system

criteria, including a fastening of some kind.

Have made a template for their book sleeve.

Have assembled their book sleeve using any stitch they are comfortable with.

Understand seam allowance.
Join fabrics using running stitch, over sewing and back stitch.
Explore fastenings and recreate some (for example sew on buttons and make loops).
Produce a prototype using J cloths.
Use appropriate decoration techniques (for example appliqué).

Mechanisms

Create a simple

pattern.

have reinforced their understanding of how a simple battery-operated circuit works and how this can be controlled by employing different kinds of switches, including those operated by a control box or program; have made something

Sandal against the original specifications

Create 3D products

using pattern pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately, often before joining components. Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch and blanket stitch. Combine fabrics to create more useful properties

Mechanisms have used their

knowledge of the
movement made by the
cam in the design of
their toy; have
produced sketches and
step-by-step plans and
identified tools and
materials; have
measured, marked out
and cut accurately,
evaluating their work as
it develops and at the
end

to inform their own designing and making; have developed their skills in working with textiles and will have designed and made a bag using appropriate materials and techniques: have been able to evaluate critically both the appearance and function of the bag against the original specifications; understand that a pattern/template must be used to make a bag; use a variety of sewing and decorating techniques and choose appropriate; join the fabric parts and use decorative techniques to achieve a well-constructed and finished bag:

Create 3D products using pattern pieces and seam allowance Understand pattern layout Decorate textiles appropriately, often before joining components Pin and tack fabric pieces together Join fabrics using over sewing, back stitch and blanket stitch

					which lights up,		Combine fabrics to
					identifying the specific		create more useful
					needs of a chosen user		properties
					and evaluating it		properties
					against design criteria		
					Incorporate a circuit		Mechanisms
					with a bulb or buzzer		have become familiar
					into a model.		with how an electric
					Create shell or frame		motor behaves when
					structures, strengthen		connected in an
					frames with diagonal		electrical circuit; have
					struts.		generated several ideas
					Make structures more		to choose from; have
					stable by giving them a		harnessed the rotation
					wider base.		produced by the motor
					Prototype frame and		to drive a moving part
					shell structures		on a model they have
					Measure and mark		made, employing belts
					square selection, strip		and pulleys; have
					and dowel.		designed, made,
					Use glue gun under		evaluated and modified
					supervision.		their ride and linked it
							to computer control
	Food preparation,	Where food comes	Where food comes	Where food comes	Where food comes	Where food comes	Where food comes
	cooking and	from	from	from	from	from	from
	nutrition	Begin to understand	know that food comes	Begin to understand	know that food is	Begin to understand	know that food is
		that food comes from	from plants or animals	that food is grown,	grown, reared and	that food is grown,	grown, reared and
덮	Describe the texture	plants and animals.	and that it is farmed or	reared and caught in	caught in the UK,	reared and caught in	caught in the UK,
itic	of foods		caught.	the UK, Europe and the	Europe and the wider	the UK, Europe and the	Europe and the wider
lut.	Wash their hands • Think of			wider world.	world.	wider world; that	world; that seasons
P Z						seasons may affect the	may affect the food
Cooking and Nutrition	interesting ways of					food available; how	available; how food is
	decorating food					food is processed into	processed into
	they have made, e.g. cakes	Food properation	Food proporation	Food proporation	Food preparation,	ingredients.	ingredients.
ŭ	Eats a healthy range	Food preparation, cooking and nutrition	Food preparation, cooking and nutrition	Food preparation, cooking and nutrition	cooking and nutrition	Food preparation, cooking and nutrition	Food preparation, cooking and nutrition
	of foodstuffs and	COOKING AND NUCLICION	know how to prepare	COOKING AND NUMBER	COOKING AND NUCLICION	COOKING AND NUCLICION	COOKING AND NUMBER
	understands need	Start to understand	simple dishes safely and	Begin to understand	know how to prepare a	Begin to understand	know how to prepare
	for variety in food.	how to name and	hygienically without a	how to prepare a	variety of dishes safely	how to prepare and	and cook a variety of
	ioi variety iii iood.	sort foods into the	heat source, name and	variety of dishes safely	and hygienically; that a	cook a variety of dishes	dishes safely and
		Joil 10003 lillo tile	near source, name and	variety of distres safety	and hygicinically, that a	cook a variety of disiles	distres sarety and

Peel - by hand, e.g.	five groups in 'The	sort foods into groups;	and hygienically; that a	healthy diet is made	safely and hygienically	hygienically using,
satsuma, banana	Eat well plate'	know that everyone	healthy diet is made	from a variety and	using, where	where appropriate, a
Jaconina, Januaria	Tat it on plate	should eat at least five	from a variety and	balance of different	appropriate, a heat	heat source; that
Shape - foods by	They should know that	portions of fruit and	balance of different	food and drink; that	source; that different	different food and
hand and with a	a healthy diet	vegetables a day.	food and drink; that	food and drink are	food and drink contain	drink contain nutrients,
rolling pin	comprises food and	l agranta a au,	food and drink are	needed to provide	nutrients, water and	water and fibre that are
	drinks from	Peel - with a swivel	needed to provide	energy for the body.	fibre that are needed	needed for health.
Cut - soft foods with	each of the food groups	peeler with adult	energy for the body.		for health.	
butter knife, e.g.	caon or the root Broups	support		Shape and mould - to		Mix/stir - fold
banana, canned	Thread - thread soft	30.550.1	Peel	create visually	Mix/stir - fold	ingredients together
peach slices	foods onto cocktail	Spread - soft	- with a swivel peeler	appealing products e.g.	ingredients together	carefully
p	sticks, e.g. fruit kebab –	ingredients, e.g.	with	Egyptian Flat Bread	carefully	,
Cut out - ingredients	strawberries, Satsuma	hummus	Supervision	0/1	,	Grate - using the
with a cutter,	segments		'	Mix/stir - any	Peel - with a swivel peel	zesting part of a grater,
		Grate - soft foods, e.g.	Cut - medium resistance	ingredients thoroughly	to create food ribbons	e.g. lemon, orange -
Spoon - ingredients	Cut - low resistance	cheese, cucumber	foods with a vegetable		to be used in a dish, e.g.	use a nutmeg grater
between containers	foods with a table knife	·	knife, e.g. cucumber	Grate - firmer foods,	courgette/carrot	
	in to equal size	Cut - low resistance	use a fork or the claw	e.g. carrots, apples	ribbons with	Cut - higher resistance
Mix/stir - to loosely	pieces/slices, e.g.	foods with a table knife	grip to secure foods		supervision	food with a vegetable
combine ingredients	canned pineapple	in to equal size		Cut - medium resistance		knife, using the claw
- mash ingredients	slices, sticks of pepper,	pieces/slices, e.g.		foods with a vegetable		grip, e.g. celery, carrots
together using a	mushrooms - use a fork	canned pineapple		knife, e.g. cucumber		- higher resistant foods
fork	to secure foods	slices, sticks of pepper,		use a fork or the claw		from whole using the
		mushrooms - use a fork		grip to secure foods		bridge hold, e.g. halve
		to secure foods				an apple, raw potato
				Carryout - instructions		
				independently		Peel - with a swivel peel
						to create food ribbons
						to be used in a dish,
						e.g. courgette/carrot
						ribbons with
						supervision