DT Skills Progression

EYFS - ELG statement:

	Y1	Y2	Y3	Y4	Y5	Y6
Design: Developing, planning and communicating ideas.	Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their earlier research.	Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation , drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Make simple drawings and label the parts.	Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.	Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs.	Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas.	Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques.
Make: Working with tools, equipment, materials and components to make quality products (inc-food)	Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape. Use simple finishing techniques to improve the appearance of their product.	Begin to select tools and materials; use vocab' to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.	Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing to change things if this helps them improve their work.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit.	Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product.	Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along Pin, sew and stitch materials together create a product.

			Measure, tape or pin, cut and join fabric with some accuracy. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication techniques.		Achieve a quality product.
Cooking and Nutrition	Begin to understand that food comes from plants and animals and can name and sort into the 5 food groups. With support prepare simple dishes safely and hygienically without a heat source. With support, use techniques such as; cutting, peeling and grating. Use basic food handling, hygienic practices and personal hygiene.	Understand that food can be farmed, grown or caught elsewhere. Understand that everyone should eat at least 5 portions of fruits and vegetables everyday. Prepare simple dishes safely and hygienically without a heat source. Use techniques such as; cutting, peeling and grating. Follow safe procedures for food safety and hygiene.	Understand that food is grown (such as; tomatoes, wheat and potatoes), reared (such as; pigs, chickens and cattle), and caught (such as fish) in the UK, Europe and the wider world. Demonstrate hygienic food preparation and storage Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.	Build on their understanding that food is grown reared and caught in the UK, Europe and the wider world. Know that a recipe can be adapted by adding or substituting ingredients. Understand and apply the principles of healthy and varied diet to provide energy for the body. Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.	Understand that seasons may affect the food available. Measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.	Understand how food is processed into ingredients that can be eaten or used in cooking. Know that different foods and drinks contain different substances - nutrients, water and fibre are needed for health. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Know how to use a range of techniques such as: peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking.
Evaluate Evaluating processes and products	Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products.	Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.	Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels.

	Evaluate their product by asking questions about what they have made and how they have gone about it.	Talk about their ideas, saying what they like and dislike about them.				Evaluate against their original criteria and suggest ways that their product could be improved.
Technical Knowledge	Across KS1 pupils should know about the simple working characteristics of materials and components. About the movement of simple mechanisms such as: levers, sliders, wheels and axles. Know how free standing structures can be made stronger stiffer and more stable.		In early KS2 pupils should also know how mechanical systems such as levers and linkages creates movements. How simple electrical circuits and components can be used to create functional products. How to program a computer to control their products. How to make strong, stif shell structures.		In KS2 pupils should also know: How mechanical systems such as cams and pulleys or gears create movements. How more complex electrical circuits and components can be used to create functional products. How to program a computer to monitor changes in the environment and control their products. How to reinforce and strengthen a 3D framework.	
Key events and individuals			Across KS2 children should know about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.			