

Progression in DT EYFS Key Stage One

| Strand                       | EYFS   | Year One  | Year Two  |
|------------------------------|--|---|---|
| <b>Designing</b>             | <ul style="list-style-type: none"> <li>-Constructs with a purpose in mind</li> <li>-Can talk about what they want to do</li> <li>-Can talk about who it is for</li> </ul>                | <ul style="list-style-type: none"> <li>-Has ideas of their own</li> <li>-Uses pictures and words to show what they want to do</li> <li>-Can explain what they want to create</li> <li>-Thinks about the intended user</li> <li>-Draws on their own experience to help generate ideas</li> </ul>   | <ul style="list-style-type: none"> <li>- Explains why they want to use particular materials or tools</li> <li>-Uses pictures words and mock ups to show what they want to do</li> <li>-Designs for a specific user</li> <li>-Refers to simple design criteria when explaining their ideas</li> </ul>  |
| <b>Making</b>                | <ul style="list-style-type: none"> <li>-Explores different ways to create an idea</li> </ul>   | <ul style="list-style-type: none"> <li>-Choose the correct equipment or tools from those available</li> <li>-Choose materials which are appropriate to the making task</li> <li>-Thinks about who they are making for</li> <li>-Changes their idea if their first one is not working</li> <li>-Follow guidelines for using scissors safely</li> </ul> | <ul style="list-style-type: none"> <li>-Joins things in different ways</li> <li>-Explains why they have chosen materials depending on their characteristics</li> <li>-Keeps the audience/ user in mind while making</li> <li>-If they change their idea, explain why</li> <li>-Work with appropriate tools safely and knows what they are called (Scissors, glue gun)</li> </ul>                    |
| <b>Evaluating</b>            | <ul style="list-style-type: none"> <li>-Can review their finished product and talk about how satisfied they are with it</li> <li>-Shares what they have done with their peers</li> </ul> | <ul style="list-style-type: none"> <li>-Understands why a product is used and who uses it</li> <li>-Explains what they found difficult and why</li> <li>-Talks about how satisfied they are with their finished product</li> <li>-Talks about others work and what they have achieved</li> </ul>  | <ul style="list-style-type: none"> <li>- Explains what they could do to make their finished product better next time</li> <li>-Explains why they are pleased with their finished product and why</li> <li>-Decide if they met the design criteria</li> <li>-When looking at other work give positive feedback and talk about how they could improve</li> </ul>                                      |
| <b>Technical knowledge</b>   | <ul style="list-style-type: none"> <li>-Joins materials in different ways</li> <li>-with support, can test their work to see if it is fit for purpose</li> </ul>                         | <ul style="list-style-type: none"> <li>-Joins materials in different ways</li> <li>-When working with structures, can experiment with ways to make them more stable or stronger</li> <li>-Investigate mechanisms and begin to understand how they create movement (sliders, levers, sliders, wheels and axles)</li> </ul>                             | <ul style="list-style-type: none"> <li>-When joining materials can explain why they are joining them in different ways</li> <li>-Suggests and tests ways to make a structure stiffer, more stable or stronger based on experiences and FPTs</li> <li>-Understands the input and output movements in mechanisms can be different movements.</li> <li>-Uses measuring to increase accuracy</li> </ul> |
| <b>Cooking and nutrition</b> | <ul style="list-style-type: none"> <li>-understands that you have to use a particular order when you are preparing food</li> <li>-knows that food can be grown</li> </ul>                | <ul style="list-style-type: none"> <li>-Knows that food comes from different places: I.E. animals, grown underground, grown over ground.</li> </ul>   | <ul style="list-style-type: none"> <li>-Knows that food can come from different countries and is beginning to understand why (warmer climates etc.)</li> </ul>  |

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|  | -washes hands before cooking and is beginning to understand why | -Knows that food has groups and can select food from different groups<br>-knows that a recipe can be used to cook<br>-understands why we need to wash our hands before cooking and between preparing different foods.<br>-Knows that spring is when food grows and Autumn is when we harvest | - Knows that food has groups and is beginning to know the names.<br>-Can select food from different groups<br>-understand the basic principles of healthy eating and link this to their own lifestyle (E.g too much sugar is bad for your teeth) |
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Progression in DT Key stage Two

| Strand            | Year Three  | Year Four   | Year Five  | Year Six   |
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| <b>Designing</b>  | -uses a design criteria<br>-has realistic ideas<br>-can list the materials and equipment needed<br>-uses pictures and annotations to communicate ideas accurately<br>-can order the steps needed to make their design | -Is involved in writing the design criteria and thinks about this when planning<br>-generates a number of ideas based on the IDEA and FPT<br>-can create a detailed plan with pictures, diagrams and annotations and a list of materials and equipment<br>-can explain their plan to others<br>-can list the main steps to makes their design | -Makes realistic suggestions for the design criteria<br>-can research existing products to inform planning<br>-can create a detailed plan with pictures, diagrams and annotations and a list of materials and equipment<br>-Can use cross sectional planning to show my design<br>-can produces a step by step plan<br>-May make a prototype | -Makes realistic suggestions for the design criteria and work within constraints<br>-can use exploded diagrams to show parts their design in more detail<br>-can make a prototype<br>-can use computer aided design to show my ideas |
| <b>Making</b>     | -Chooses equipment and tools which are appropriate to the task<br>-uses tools and equipment accurately and safely<br>-Modifies ideas in order to improve the quality  | -Chooses equipment and tools which are appropriate to the task<br>-uses tools and equipment accurately and safely<br>-Keeps the quality of the finished product in mind   | -Uses a range of tools and equipment accurately and safely<br>-Is conscience of the 'user' and design criteria as they make<br>-As high expectations of the quality of their finished product  | -Uses a range of tools and equipment precisely and safely<br>-Is conscience of the 'user' and design criteria as they make<br>-As high expectations of the quality of their finished product   |
| <b>Evaluating</b> | -explains why ideas where modified<br>-Knows how they met the design criteria<br>-can say what they would change to make their product even better<br>-identifies how others work has met the design criteria         | -Explains how they met the design criteria<br>-knows what they have done well and what they need to improve for a better finished product<br>-Evaluates both the appearance and the way it works  | -Knows how they have met the design criteria and explains the problems they have encountered<br>-Tests their final product before evaluating<br>-Evaluates both the appearance and the way it works  | -Knows how they have met the design criteria and explains the problems they have encountered<br>-Tests their final product before evaluating<br>-Evaluates both the appearance and the way it works. Is it fit for purpose?          |

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|                              |   | -Talk about how their skills could improve to make a better finished product  | -Talk about how their skills could improve to make a better finished product   | -Talk about how their skills could improve to make a better finished product<br>-Set themselves goals for their next product   |
| <b>Technical knowledge</b>   | <ul style="list-style-type: none"> <li>-can join materials in different ways</li> <li>-uses equipment safely</li> <li>-with support can strengthen, stiffen and reinforce simple structures</li> <li>-with support uses the mechanical systems they have investigated in the FPT in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>-can make a template</li> <li>-textiles - uses two different stitches</li> </ul> | <ul style="list-style-type: none"> <li>-can use a simple circuit within a product, including a switch</li> <li>-can make a simple pattern</li> <li>-uses two different stitches and chooses for effect</li> <li>-can stitch on a button</li> <li>-beginning to understand how to strengthen, stiffen and reinforce simple structures</li> <li>-Knows the names of the tools and uses them safely</li> <li>- uses the mechanical systems they have investigated in the FPT in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> | <ul style="list-style-type: none"> <li>-can use a circuit with a switch they have designed within their product</li> <li>-measures carefully</li> <li>-when working with textiles understands seam allowance</li> <li>-uses more than two stitches</li> <li>-understands how to strengthen, stiffen and reinforce simple structures</li> <li>- uses the mechanical systems they have investigated in the FPT in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> | <ul style="list-style-type: none"> <li>-to use a range of joining techniques to join</li> <li>-apply their understanding of computing to program, monitor and control their products.</li> <li>-Can include a circuit and a range of electrical components that will enhance the finished product (including bulbs, buzzers, switches and motors)</li> </ul>   |
| <b>Cooking and nutrition</b> | <ul style="list-style-type: none"> <li>-Follow a recipe and chose the correct ingredients</li> <li>-use measuring tools including scales with support</li> <li>-understands the different food groups and the idea of a balanced diet</li> <li>-Understands that food comes from different places</li> <li>-is beginning to understand seasonality</li> <li>-can choose the correct utensil from a selection</li> </ul>                               | <ul style="list-style-type: none"> <li>-Follow a recipe and choose the correct ingredients.</li> <li>- Chooses alternatives for ingredients and can explain choices</li> <li>-can explain what being hygienic means</li> <li>-understands why we have to import foods from other countries</li> <li>-can choose the correct utensil and explain why</li> </ul>  | <ul style="list-style-type: none"> <li>-can keep a hygienic kitchen</li> <li>-can select ingredients based on their knowledge of a balanced diet and food groups</li> <li>-is beginning to understand the impact of importing food</li> <li>-knows which ingredients are imported and which are local</li> <li>-can cook over heat/ hob safely</li> <li>-can write a flow chart to show the order for cooking</li> </ul>   | <ul style="list-style-type: none"> <li>-understand basic food hygiene principles (e.g. using different chopping boards for cooked or raw foods)</li> <li>-understand why different cultures have different food dishes with reference to seasonality, where food grows, climate, religion, traditions etc.</li> <li>-Using kitchen tools and utensils safely and independently</li> <li>-can experiment with different ingredients and cooking methods.</li> </ul> |