

# DT: Progression of Skills



EYFS	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Nursery	<ul style="list-style-type: none"> <li>Capture experiences and responses with a range of media.</li> <li>Construct with a purpose in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment (eg. make snips in paper)</li> <li>Select appropriate resources.</li> <li>Handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Use simple tools to effect changes to materials.</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like about a product.</li> <li>Begin to adapt work where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that equipment and tools have to be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for variety in food.</li> <li>Show some understanding of good practices with regard to eating and good health.</li> <li>Understand the importance of washing hands before handling food.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent ideas, thoughts and feelings through design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate materials to achieve a planned effect.</li> <li>Use simple tools and techniques competently and appropriately.</li> <li>Experiment with colour, design, texture, form and function.</li> <li>Select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of materials, tools and techniques.</li> <li>Discuss what has gone well and how a product could be improved.</li> <li>Adapt and improve products where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of a healthy diet.</li> <li>Discuss ways to keep healthy.</li> <li>Consider safety measures when using cooking equipment.</li> </ul>

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KS1	<ul style="list-style-type: none"> <li>Design products for themselves and others.</li> <li>Identify a purpose for what they intend to design or make.</li> <li>Use knowledge of existing products to produce ideas.</li> <li>Generate and develop design ideas through discussion, observations, drawing and modelling.</li> <li>Create and label simple design drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Choose suitable materials/tools and explain choices.</li> <li>Describe what they are making and how it fits the purpose.</li> <li>Measure, cut and shape a range of materials using some accuracy.</li> <li>Make suggestions as to what they need to do next.</li> <li>Use finishing techniques to make the product look appealing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products considering their use, materials, audience, how they work.</li> <li>Express personal opinions in relation to existing products.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Discuss key strengths and what they would do differently next time.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant vocabulary to name and describe tools and materials.</li> <li>Describe the characteristics of different materials.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (eg. levers, sliders, wheels and axles), in their products.</li> </ul>	<ul style="list-style-type: none"> <li>Follow safe procedures for food safety and hygiene.</li> <li>Describe differences between food groups.</li> <li>Discuss the importance of a varied diet.</li> <li>Understand where food comes from.</li> </ul>

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LKS2	<ul style="list-style-type: none"> <li>Use research for design ideas.</li> <li>Begin to create own design criteria.</li> <li>Use designs to show that products are fit for purpose and meet a range of requirements.</li> <li>Make labelled drawings from different views showing specific features.</li> <li>Develop and make improvements to design ideas.</li> <li>Plan processes, materials and equipment needed to make the product.</li> </ul>	<ul style="list-style-type: none"> <li>Work through their plan in order.</li> <li>Select suitable tools and equipment, explaining choices in relation to required techniques.</li> <li>Use tools and equipment accurately.</li> <li>Select appropriate materials, explaining how they are fit for purpose.</li> <li>Assemble, combine and join materials with some accuracy.</li> <li>Apply a range of finishing techniques with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and research a range of existing products.</li> <li>Discuss by whom, when and where products were designed.</li> <li>Use evaluations to make improvements to their work.</li> <li>Suggest alternative methods of making a product.</li> <li>Begin to explore key events and developments within design and technology.</li> <li>Research whether products can be recycled or reused.</li> </ul>	<ul style="list-style-type: none"> <li>Consider different ways to make products strong.</li> <li>Measure carefully to avoid mistakes.</li> <li>Select appropriate tools and techniques.</li> <li>Understand and use mechanical systems in their products (eg. levers and linkages)</li> <li>Explain how to join materials in different ways.</li> <li>Begin to devise a template.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the features of a healthy, balanced diet.</li> <li>Prepare and cook a range of dishes using a variety of cooking utensils/equipment.</li> <li>Consider presenting the product in interesting/attractive ways.</li> <li>Demonstrate hygienic food preparation and storage.</li> <li>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>

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UKS2	<ul style="list-style-type: none"> <li>Use research and questionnaires to inform designs.</li> <li>Design products for a specific audience and consider individual requirements.</li> <li>Model and refine design ideas by making prototypes.</li> <li>Create and refine a logical plan.</li> <li>Use annotated sketches, cross-sectional planning and exploded diagrams.</li> <li>Consider resources and costs when making design decisions.</li> <li>Use computer-aided designs.</li> </ul>	<ul style="list-style-type: none"> <li>Consider functionality and aesthetics when choosing materials.</li> <li>Follow detailed step by step plans.</li> <li>Predict outcomes and make adaptations where necessary.</li> <li>Explain how the product will appeal to an audience.</li> <li>Accurately measure, mark out, cut and shape materials/components.</li> <li>Accurately assemble, join and combine materials/components.</li> <li>Accurately apply a range of finishing techniques.</li> <li>Use techniques that involve a number of steps.</li> <li>Be resourceful with practical problems.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Consider the views of others and use this to make improvements to their work.</li> <li>Evaluate their product against the original design specification and carry out appropriate tests.</li> <li>Consider the impact of products beyond their intended purpose.</li> <li>Begin to evaluate how much products cost to make and how innovative they are.</li> <li>Research and discuss how sustainable materials are.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new/ different ideas.</li> <li>Think about how a product could be sold.</li> <li>Understand and use electrical systems in their products (eg. series circuits incorporating switches, bulbs, buzzers and motors)</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, describe and apply the principles of a healthy and varied diet.</li> <li>Understand that a recipe can be adapted by adding/substituting ingredients.</li> <li>Explain seasonality of foods.</li> <li>Identify food processing methods.</li> <li>Name some types of food that are grown, reared or caught in the UK or wider world.</li> <li>Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li> </ul>