



Design and Technology Progression: EYFS and Key

Stage 1



	Nursery	Reception	Year 1	Year 2
	Design and Evaluate (inter-linked)			
*Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	I can talk about why things happen and how things work. (UW-T 30-50)	I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. (EAD-BI ELG)	I can use my knowledge of existing products and my own experiences to help generate my ideas.	I can start to generate ideas by drawing on my own and other people's experiences.
	I know how to operate simple equipment, e.g turn on a CD player and use a remote control. (UW-T 30-50)	I can recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (UW-T ELG)	I can explore objects and designs to identify likes and dislikes of the designs and products.	I can explore how products have been created.
	I can capture experiences and responses with a range of media. (EAD-BI 30-50)	I can represent my own ideas, thoughts and feelings through design and technology. (EAD-BI ELG)	I can design products that have a clear purpose and an intended user. I can design using drawings or sketches with simple labels.	I can produce detailed, labelled drawings or templates/ mock-ups of products based on design criteria.
	I know that information can be retrieved from computers. (UW-T 30-50)	I can use a simple program on a computer. (UW-T 40-60)	I can use ICT packages to create a simple plan for a design. (Colour Magic)	I can use ICT packages to create a labelled design or plan. (Colour Magic + text box labels)
	I realise tools can be used for a purpose. (EAD-EMM 30-50)	I can select appropriate resources and adapt my work where necessary. (EAD-EMM 40-60)	I can say what materials and tools I will use from a limited selection.	I can say what materials and tools I will use from a limited selection and justify my choices.



	Nursery	Reception	Year 1	Year 2
Design and Evaluate (inter-linked)				
*Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria	I can build up vocabulary that reflects the breadth of my experiences. (CL-S 30-50)	I can answer 'how' and 'why' questions about my experiences. (CL-U ELG)	I can discuss what went well with my product and what I would change next time. I can suggest improvements to existing designs.	I can evaluate my product against the design criteria. I can suggest improvements to existing designs to my own and others work. I can refine the design as work progresses.

	Nursery	Reception	Year 1	Year 2
<p>*Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) *Select from and use a range of materials and components, including construction materials and textiles according to their characteristics.</p>	Make			
	<p>Materials: I can use various construction materials. (EAD-EMM 30-50)</p>	<p>Materials: I can select tools and techniques needed to shape, assemble and join materials I am using. (EAD-EMM 40-60)</p> <p>I can use simple tools and techniques competently and appropriately. (EAD-EMM 40-60)</p> <p>I can use simple tools to effect changes to materials. (PD-MH 40-60)</p>	<p>Materials: I can cut materials safely using tools provided.</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>Materials: I can measure and mark out to nearest cm.</p> <p>I can demonstrate a range of joining techniques (such as gluing/ hinges) I can build structures and explore how they can be made stronger, stiffer and more stable.</p>
	<p>Textiles: I can use one handed tools and equipment, e.g. make snips in paper with child scissors. (PD-MH 30-50)</p>	<p>Textiles: I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD-EMM ELG)</p>	<p>Textiles: I can shape textiles using templates.</p> <p>I can colour and decorate textiles. (add embellishments to fabric)</p>	<p>Textiles: I can join textiles using running stitch.</p> <p>I can colour and decorate textiles using a number of techniques. (add embellishments to fabric)</p>
	<p>Electricals and Electronics: I know how to operate simple equipment, e.g. turn on a CD player and uses a remote control.</p> <p>I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>I can show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (UW-T 30-50)</p>	<p>Electricals and Electronics: I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can select and use technology for particular purposes. (UW-T ELG)</p>	<p>Electricals and Electronics: <i>I can recognise if a battery operated device works or not.</i></p>	<p>Electricals and Electronics: <i>I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</i></p>
<p>Construction: I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (EAD-EMM 30-50)</p>	<p>Construction: I can construct with a purpose in mind, using a variety of resources. (EAD-EMM 40-60)</p>	<p>Construction: I can use materials to practise gluing to make and strengthen products.</p>	<p>Construction: I can construct using gluing and nailing materials to make and strengthen products.</p>	



		<p>I can handle tools, objects and construction and malleable materials safely and with increasing control. (PD-MH 40-60)</p>		
	<p>Mechanics: I can join construction pieces together to build and balance. (EAD-EMM 30-50)</p>	<p>Mechanics: I understand that different media can be combined to create new effects. (EAD-EMM 40-60)</p> <p>I can manipulate materials to achieve a planned effect. (EAD-EMM 40-60)</p>	<p>Mechanics: I can create products using winding mechanisms and sliders.</p>	<p>Mechanics: I can create products using levers, wheels and axles.</p>



	Nursery	Reception	Year 1	Year 2
Cookery and Nutrition				
*Select from and use a range of materials and components, including ingredients according to their characteristics.	<p>I can begin to be interested in and describe the texture of things.</p> <p style="text-align: center;">(EAD-EMM 30-50)</p>	<p>I eat a healthy range of food stuffs and understand the need for a varied diet.</p> <p style="text-align: center;">(PD HS 40-60)</p> <p>I know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p style="text-align: center;">(PD-HS ELG)</p>	<p>I understand that all food comes from plants or animals.</p> <p>I understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>I can understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why.</p>	<p>I can explain where in the world different foods originate from.</p> <p>I can name and sort foods into the five groups in the Eatwell Guide.</p> <p>I can use what I know about the Eatwell guide to design and prepare dishes.</p>
	<p>I can understand that equipment and tools have to be used safely.</p> <p style="text-align: center;">(PD-HS 30-50)</p>	<p>I can show an understanding of the need for safety when tackling new challenges and can consider and manage some risks.</p> <p>I can show an understanding of how to transport and store equipment safely.</p> <p>I can practice some appropriate safety measures without direct supervision.</p> <p style="text-align: center;">(PD-HS 40-60)</p>	<p>I can cut ingredients safely and hygienically.</p>	<p>I can cut, peel or grate ingredients safely and hygienically.</p>
	<p>I can realise tools can be used for a purpose.</p> <p style="text-align: center;">(EAD-EMM 30-50)</p>	<p>I can use simple tools and techniques competently and appropriately.</p> <p style="text-align: center;">(EAD-EMM 40-60)</p>	<p>I can measure and weigh food items using non-standard measures (e.g. spoons and cups).</p>	<p>I can measure or weigh using measuring cups or electronic scales.</p>



Design and Technology Progression: Key Stage 2

	Year 3	Year 4	Year 5	Year 6
	Design and Evaluate (inter-linked)			
<p>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	I can design including words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.	I can collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.	I can use various sources of information, clarifying/ sharing ideas through discussion, labelled sketches, cross sectional diagrams and modelling, recognising that ideas have to meet a range of needs.	I can develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross sectional and exploded diagrams, prototypes and pattern pieces.
	I can use ICT software to create a labelled plan or design in detail.	I can use ICT software to create alternatives for an initial design.	I can use computer programs to suggest alternative design ideas and explain my ideas and intentions.	I can use computer aided designs to represent moving parts of a designs.
	I can make realistic plans, identifying processes, equipment and materials needed.	I can make realistic step by step plans, reflecting on designs as the product develops.	I can work from my own detailed plans, modifying them where appropriate.	I can check work as it develops and modify my approach in the light of progress.
	I can improve upon existing designs, giving reasons for choices.	I can disassemble products to understand how they work. I can explain how the product is useful to the user.	I can create innovative designs that improve upon existing products.	I can evaluate the design of products to suggest improvements to the user experience.
	I can identify some of the great designers in all of the areas of study to generate ideas for designs.	I can identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.	I can combine elements of design from a range of inspirational designers throughout history.	I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.



	Year 3	Year 4	Year 5	Year 6
	Design and Evaluate (inter-linked)			
<p>*Investigate and analyse a range of existing products. *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>I can refine work as work progresses, evaluating the end product design (taking the views of others into account).</p>	<p>I can refine work and techniques-evidencing and explaining the results of research as work progresses, continually evaluating the product design (taking the views of others into account through market research to evaluate/ improve product at different stages throughout the design process).</p>	<p>I can test and evaluate products against a detailed design specification and make adaptations as they develop the product.</p>	<p>I can demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others.</p>



	Year 3	Year 4	Year 5	Year 6
	Make			
<p>*Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. *Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.</p>	<p>Materials: I can cut materials accurately and safely by selecting appropriate tools. I can select appropriate joining techniques. (gluing, taping, hinges)</p>	<p>Materials: I can measure and mark out to the nearest mm. I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p>	<p>Materials: I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p>	<p>Materials: I show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).</p>
	<p>Textiles: I can select the most appropriate techniques to decorate textiles. I can join textiles with appropriate stitching. (back stitch/ cross stitch)</p>	<p>Textiles: I can understand the need for a seam allowance.</p>	<p>Textiles: I can create objects (such as a cushion) that employ a seam allowance. I can join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration).</p>	<p>Textiles: I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>
	<p>Electricals and Electronics: <i>I can build models incorporating circuits with buzzers and bulbs.</i></p>	<p>Electricals and Electronics: I can build models incorporating motors within the circuits.</p>	<p>Electricals and Electronics: I can create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	<p>Electricals and Electronics: I can create circuits using electronics kits that employ a number of components with increasing confidence.</p>
	<p>Construction: I can choose suitable techniques to construct products or to repair items. (cutting)</p>	<p>Construction: I can strengthen materials using suitable techniques. (screwing)</p>	<p>Construction: I can develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).</p>	<p>Construction: I can demonstrate a range of practical skills to create products.</p>
	<p>Mechanics: I can create and use simple pulleys, levers and linkages.</p>	<p>Mechanics: I can use pulleys, levers and linkages in my products.</p>	<p>Mechanics: I can use cams or gears in my products.</p>	<p>Mechanics: I can use innovative combinations of electronics (or computing) and mechanics in product designs</p>



	<p>Computing: I can monitor, evaluate, refine and improve my own models using software designed for this purpose.</p>	<p>Computing: I can control and monitor models using software designed for this purpose.</p>	<p>Computing: I can begin to write code to control and monitor models or products.</p>	<p>Computing: I can write code to control and monitor models or products.</p>
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	Year 3	Year 4	Year 5	Year 6
Cookery and Nutrition				
<p>*Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. *Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</p>	I can prepare ingredients hygienically using appropriate utensils.	I can prepare ingredients hygienically selecting and using appropriate utensils.	I can understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms).	I can understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms).
	I can measure accurately.	I can measure ingredients to the nearest gram.	I can measure and weigh ingredients appropriately, selecting the correct utensils.	I can measure accurately and calculate ratios of ingredients to scale up or down from recipe.
	I can follow a recipe.	I can assemble and cook ingredients using a range of cooking techniques. (controlling the temperature of the oven or hob, if cooking).	I can demonstrate a range of baking and cooking techniques (e.g. kneading, rubbing in and mixing).	I can create and refine recipes, including ingredients, methods, cooking times and temperatures.
	I can describe what a balanced diet is.	I can make healthy eating choices and explain why.	I can evaluate meals and consider if they contribute towards a balanced diet.	I can plan a menu for the week ensuring the meals are healthy and affordable.
	I can identify food that comes from the UK and other countries in the world.	I can explain some of the processes that foods go through to preserve/ make them more appealing.	I can explain what times of year particular foods are in season.	I can explain how ingredients were grown, reared, caught and processed.