



Progression in Design and Technology

		EYFS	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used	
		Year 1/2	Year 3/4	Year 5/6
Design		Pupils should be taught to: - 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	Pupils should be taught to: - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
	Contexts, Uses and Purposes	Year 1 I can use my own ideas to make something. Year 2 I can design a product for others using a design criteria.	Year 3 I can design a product and make sure that it looks attractive. Year 4 I can use research to inform my design of a product.	Year 5 I can use research to develop a design criteria for an innovative, functional and appealing product aimed at a particular individual. Year 6 I can show that I consider culture and society in my plans and designs.



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Ideas	Year 1 I can explain to someone else how I want to make my product. Year 2 I can think of an idea and plan what to do next.	Year 3 I can present my plan to others. Year 4 I can persevere and adapt my work when my original ideas do not work. I can produce a plan and explain it. I can use ideas from other people when I am designing.	Year 5 I can make a prototype before I make a final version. I can come up with a range of ideas after collecting information from different sources. Year 6 I can justify my plans in a convincing way.



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		Year 1/2	Year 3/4	Year 5/6
Make		Pupils should be taught to: - select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	Pupils should be taught to: - select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	Planning	Year 1 I can choose appropriate resources and tools. I can make a simple plan before making. Year 2 I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. I can choose tools and materials and explain why I have chosen them.	Year 3 I can select the most appropriate tools and techniques for a given task. I can choose a textile for both its suitability and its appearance. I can follow a step-by-step plan, choosing the right equipment and materials. Year 4 I can select the appropriate materials for a given product based on their properties. Year 5 I can use a range of tools and equipment competently. I can produce a detailed, step-by-step plan. Year 6 I can follow and refine my plans.	



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Practical Skills and Techniques	Year 1 I use equipment to measure. I can join materials together when shown how. Year 2 I can measure materials to use in a model or structure. I can join materials and components in different ways.	Year 3 I can work accurately to measure, make cuts and make holes. Year 4 I can measure accurately. Year 5 I can experiment with different techniques to join materials and choose the most effective. Year 6 I can work within a budget.



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		Year 1/2	Year 3/4	Year 5/6
Evaluate		Pupils should be taught to: - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	Pupils should be taught to: - 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	
	Own Ideas and Products	Year 1 I can compare my product to others. Year 2 I can explain what went well with my work.	Year 3 I can prove that my design meets some set criteria. Year 4 I can explain how I have improved my original design. I can evaluate and suggest improvements for my designs. I can present a product in an interesting way. Year 5 I can evaluate appearance and function against original criteria. I can suggest alternative plans; outlining the positive features and draw backs. Year 6 I can evaluate my product against clear criteria. I show that I can test and evaluate my products.	



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Existing Products	Year 1	Year 3
	I can compare my product to existing products.	I can compare my product to existing products commenting on their purposes and appearances.
	Year 2	Year 4
	I can compare and contrast my product to existing products.	I can evaluate products for both their purpose and appearance.
		Year 5
		I can explain how a product will appeal to a specific audience.
		Year 6
		I can use market research to inform my plans and ideas.



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		Year 1/2	Year 3/4	Year 5/6
Technical Knowledge		Pupils should be taught to: - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products	
	Making Products Work	Year 1 I can make my model stronger. I can make a product which moves. I can use mechanisms (levers, sliders, wheels and axis) in my product. I can describe how something works. Year 2 I can improve my model's strength, stiffness and stability.	Year 3 I can create complex structures which are strong and reinforced. Year 4 I can make a product which uses electrical and mechanical components. Year 5 I can understand the mechanical components in my product. Year 6 I can explain how products should be stored and give reasons. I can use computing to program monitor and control a product.	



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		Year 1/2	Year 3/4	Year 5/6
Cooking		Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • 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	
	Where Food Comes From	Year 1 I can identify the ingredients I am using. Year 2 I can describe the ingredients I am using.	Year 3 I can explain the origin of the ingredients I am using. I can use seasonality to help me choose ingredients for a dish. Year 6 I know a range of local food producers. Understand the process of how food is produced and how it arrives on our tables.	



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Food Preparation, Cooking and Nutrition	Year 1 I can cut food safely.	Year 3 I can describe how food ingredients come together. I know how to be both hygienic and safe when using food.
	Year 2 I can cut different types of food in appropriate ways.	Year 6 I can talk about nutrition facts and where to find them. I show that I can be both hygienic and safe in the kitchen. I can use a range of cooking techniques to prepare a meal.