Progression of Skills – DT

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

- critique, evaluate and test their ideas and products and the work of others

- understand and apply the principles of nutrition and learn how to cook.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable

- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

	EYFS 3 & 4 year olds ELG	Year 1	Year 2	End of key stage expectation
Design: Developing, planning and communicating ideas.	Can I select appropriate resources? Can I use gestures, talking and arrangements of materials and components to show design? Can I use contexts set by the teacher and myself? Can I use language of designing and making? (join, build, shape, longer, shorter, heavier etc.) Can I explore different materials freely, to develop my ideas about how to use them and what to make?	Can I think of my own ideas for what I want to make? Can I explain what I want to do? Can I explain what my product is for, and how it will work? Can I use pictures and words to plan? Can I begin to use models? Can I design a product for myself following design criteria? Can I make suggestions of what I need to do next? Can I research similar existing products?	Can I think of my own ideas and plan what to do next? Can I explain what I want to do and describe how I may do it? Can I explain the purpose of my product, how it will work and how it will be suitable for the user? Can I describe my design using pictures, words, models, diagrams and begin to use ICT? Can I explain what I need to do next? Can I design products for myself and others following design criteria?	To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

	Can I develop my own ideas and then decide which materials to use to express them? Can I join different materials and explore different textures?		Can I choose the best tools and materials, and explain my choices? Can I use my knowledge of existing products to produce ideas?	
Make: Working with tools, equipment, materials and components to make quality products (including food).	Can I construct with a purpose, using a variety of resources? Can I use simple tools and techniques? Can I build / construct with a wide range of objects? Can I select tools & techniques to shape, assemble and join? Can I replicate structures with materials / components? Can I discuss how to make an activity safe and hygienic? Can I record experiences by drawing, writing, voice recording? Can I understand different media can be combined for a purpose? ELG Can I safely use and explore a variety of materials, tools and techniques,	Can I select tools/equipment to cut, shape, join, finish and explain my choice? Can I measure, mark out, cut and shape, with support? Can I choose suitable materials and explain my choices? Can I try to use finishing techniques to make product look good? Can I work in a safe and hygienic manner?	Can I join materials/components together in different ways? Can I measure, mark out, cut and shape materials and components, with support? Can I describe which tools I am using and why? Can I choose suitable materials and explain my choices depending on characteristics? Can I use finishing techniques to make my product look good? Can I work safely and hygienically?	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	experimenting with colour, design, texture, form and function?			
Evaluate: Evaluating processes and products.	Can I adapt work if necessary? Can I dismantle, examine and talk about existing objects/structures? Can I consider and manage some risks? Can I practise some appropriate safety measures independently? Can talk about how things work Look at similarities and differences between existing objects / materials / tools Can I show an interest in technological toys? ELG Can I share my creations, explaining the process I have used?	Can I talk about my work, linking it to what I was asked to do? Can I talk about existing products considering: use, materials, how they work, audience, and where they might be used? Can I talk about existing products, and say what is and isn't good? Can I talk about things that other people have made? Can I begin to talk about what could make product better?	Can I describe what went well, thinking about design criteria? Can I talk about existing products considering: use, materials, how they work, audience, and where they might be used? Can I evaluate how good existing products are? Can I talk about what I would do differently if I were to do it again and why?	To explore and evaluate a range of existing products. To evaluate ideas and products against design criteria.
Technical knowledge – Materials /structures		Can I begin to measure and join materials, with some support? Can I describe differences in materials? Can I suggest ways to make material/product stronger?	Can I measure materials? Can I describe some different characteristics of materials? Can I join materials in different ways?	To build structures, exploring how they can be made stronger, stiffer and more stable.

			Can I use joining, rolling or folding to make it stronger? Can I use my own ideas to try to make product stronger?	
Technical knowledge - Mechanisms		Can I begin to use levers or sliders?	Can I use levers or sliders? Can I begin to understand how to use wheels and axles?	To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Technical knowledge - Textiles		Can I measure, cut and join textiles to make a product, with some support? (stick) Can I choose suitable textiles for a purpose?	Can I measure textiles? Can I join textiles together to make a product? (stick/pin/sew) Can I explain how I did it? Can I carefully cut textiles to produce accurate pieces? Can I explain choices of textile? Can I understand that a 3D textile structure can be made from two identical fabric shapes? (e.g. hand puppet, Christmas decoration))	
Technical knowledge – Food and nutrition	Can I begin to understand some food preparation tools, techniques and processes? Can I practise stirring, mixing, pouring, blending? Can I discuss how to make an activity safe and hygienic?	Can I wash my hands & clean surfaces thoroughly? Can I think of interesting ways to decorate food? Can I say where some foods come from? (i.e. plant or animal) Can I describe differences between some food groups? (i.e. sweet, vegetable etc.)	Can I explain hygiene and keep a hygienic kitchen? Can I describe properties of ingredients and the importance of a varied diet? Can I say where food comes from? (animal, underground etc.)	To understand and apply the principles of nutrition and learn how to cook.

	Can I discuss the use of senses when describing food? Can I understand the need for variety in food? Can I begin to understand that eating well contributes to good health?	Can I discuss how fruit and vegetables are healthy? Can I choose appropriate ingredients? Can I spread, cut, peel and grate safely, with support?	Can I describe how food is farmed, home-grown, or caught? Can I draw an 'eat well' plate? Can I explain there are groups of food? Can I describe the "five a day" rule? Can I spread, cut, peel and grate with increasing confidence?	