

DT skills progression across the school

EYFS: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

	Y1	Y2	Y3	Y4	Y5	Y6
Design	<p>I can use my own ideas to make something</p> <p>I can describe how something works</p> <p>I can explain to someone else how I want to make my product</p> <p>I can make a simple plan before making</p>	<p>I can think of an idea and plan what to do next</p> <p>I am starting to generate ideas by drawing on my own and other people's experiences.</p>	<p>I can prove that my design meets some set criteria</p> <p>I can design a product and make sure that it looks attractive</p>	<p>I can use ideas from other people when I am designing</p> <p>I can produce a plan and explain it</p> <p>I can make labelled drawings showing specific features</p>	<p>I can come up with a range of ideas after collecting information from different sources</p> <p>I can produce a detailed, step-by-step plan</p> <p>I can suggest alternative plans' outlining the positive features and draw backs</p>	<p>I can use market research to inform my plans and ideas</p> <p>I can work within a budget</p>
Make	<p>I can choose appropriate resources and tools</p> <p>I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>I can choose tools and materials and explain why I have chosen them</p> <p>I can measure materials to use in a model or structure</p> <p>I can join materials and components in different ways</p>	<p>I can follow a step-by-step plan, choosing the right equipment and materials</p> <p>I can choose a textile for both its suitability and its appearance</p> <p>I can select the most appropriate tools and techniques for a</p>	<p>I can measure accurately</p> <p>I can persevere and adapt my work when my original ideas do not work</p>	<p>I can use a range of tools and equipment competently</p> <p>I can make a prototype before making a final version</p>	<p>I can construct products using permanent joining techniques.</p> <p>I can follow and refine my plans</p>

	Y1	Y2	Y3	Y4	Y5	Y6
			given task I can work accurately to measure, make cuts and make holes			
Evaluate own ideas and products	I can talk about my design ideas I can make simple judgements about my products and ideas against design criteria	I can explain what went well with my work I can suggest how my product could be improved	I can evaluate my product against original design criteria e.g. how well it meets its intended purpose.	I can evaluate and suggest improvements for my designs	I can evaluate appearance and function against original criteria	I can evaluate my product against clear criteria I can justify my plans in a convincing way I can show that I consider culture and society in my plans and designs
Evaluate existing products	I can explore what products are and who or what they are for I can explore how products work and how or where they might be used	I can explore what materials products are made from I can explore what I like and dislike about products	I can disassemble and evaluate familiar products and consider the views of others to improve them	I can evaluate products for both their purpose and appearance	I can explain how a product will appeal to a specific audience	I can evaluate key designs of individuals in design and explain how technology has helped shape the world.
Technical knowledge	I can explore using tools e.g. scissors and a hole punch safely. I can make a product which moves	I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products	I can make a product which uses both electrical and mechanical components	I can join and combine materials and components accurately in temporary and permanent ways I can explain how I	I understand how mechanical systems such as cams or pulleys or gears create movement.	I show that I can test and evaluate my products I can explain how products should be stored and give reasons

	Y1	Y2	Y3	Y4	Y5	Y6
	I can make my model stronger			have improved my original design I can present a product in an interesting way		
Cooking and nutrition	<p>I can explain that all food comes from plants or animals</p> <p>I can cut food safely</p> <p>I know how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>I know the five groups in The Eatwell Plate</p>	<p>I can describe the ingredients I am using</p> <p>I can explain that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>I can sort foods into the five groups in The Eatwell Plate</p> <p>I can explain that everyone should eat at least five portions of fruit and vegetables every day</p> <p>I can use techniques safely such as cutting, peeling and grating</p>	<p>I can describe how food ingredients come together</p> <p>I can explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p>	<p>I know how to be both hygienic and safe when using food</p> <p>I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, and spreading</p> <p>I know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>I show that I can be both hygienic and safe in the kitchen</p> <p>I understand that seasons may affect the food available.</p> <p>I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>I know how to use a range of techniques such as kneading and baking</p>	<p>I know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>I understand how food is processed into ingredients that can be eaten or used in cooking.</p>