Design and Technology (DT) Progression of Skills

	EYFS	KS1	LKS2	UKS2
Design: *Developing, planning and discussing ideas*	Generate ideas and explain what they are going to do. Identify who they intend to design and make a product for. Model ideas in card and paper. Build on ideas from research.	Generate and develop ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Create a design checklist. Draw a design and label parts.	Generate ideas for a product and consider its purpose and the user/s. Identify a purpose and create their own design, have a clear plan of how to create the product, which materials to use and the process. Explore and develop a design, and make drawings with labels when designing. Identify where the process might go wrong and come upwith solutions. Evaluate similar products and plan a design criteria for theproduct. Explore and develop a design, and make drawings from different views and labelling special features.	Generate ideas through group discussion and identifya purpose for their product. Develop a specification for theirdesign by modelling proposals in a varietyof ways (paper, 3D models, ICT). Identify a purpose andhave a clear plan of how to create the product, which materials to use and the process. Suggest alternative methods of making ifthe first attempts fail. Use results of investigations, information sources including ICT when developing design ideas. Communicate detailed ideas throughlabelled drawings.
Make: *Working with tools, equipment, materials and components to make quality products (inc. food)*	With help, measure, mark out, cut and shape a range of materials. Use tools (eg. scissors) Assemble, join and combine materials and components together using a variety of	Begin to select tools and materials and use the vocabulary to describe and name them. Measure, cut and score with some accuracy. Use hand tools safely.	Select tools and use techniques for makingtheir product. Measure, mark out, cut, score, shape and assemble componentswith increasing accuracy using appropriate tools. Join and combine materials and components accurately in temporary and permanent ways. Work safely and accurately with arange of tools.	Measure and mark out accurately. Use skills in using different tools and equipment safely andaccurately. Select appropriate materials, tools, components and techniques. Assemble components accurately to make working models. Use tools safely and accurately.

	methods (glues or tape)	Assemble, join and combine materials and components together using a variety of materials and making changes to improve as they go along. Use basic sewing techniques. Cut shape and join fabric to make a simple garment. Follow safe procedures for food safety and hygiene.	Change work as the product progresses to improve it. Measure, tape or pin,cut and join fabric with Increasing accuracy. Demonstrate hygienic food preparation and storage. Sew using a wide range of different stitches, weave and knit. Use a range of equipment to improvethe finish including ICT.	Weigh and measure accurately (time, dry, ingredients, liquid) Apply the rules for basic food hygiene and other safe practices e.g. hazards to the use of ovens. Cut and join with accuracy to ensure there is a good-quality finish to the product. Construct products using permanent joining techniques and test these to last. Anticipate issues and make modifications asthey go along. Pin, sew and stitch materials together tocreate a product. Achieve a quality, long-lasting product.
<u>Evaluate:</u> *Evaluating the process and the products created*	Evaluate by discussing how well the product works (does it have the desired purpose?) Evaluate by asking questions about what they have made and how they have made it.	Identify the products as they are being developed for possible improvements and changes. Evaluate by discussing how well the product works (does it have the desired purpose?) Evaluate by asking questions about what they have made and how they have made it	Evaluate the product against the original design criteria. Disassemble and evaluate familiar products. Evaluate their work both during and at the end of the project. Evaluate their products carrying out appropriate tests.	Evaluate a product against the original design specification and suggest ways that their product could be improved. Evaluate it personallyand seek evaluation from others. Evaluate their products identifying strengths and areas fordevelopment, and carrying out appropriate tests. Record their evaluations using drawings with labels.

	EYFS	KS1	LKS2	UKS2
Area of Learning & Context (*add context to the area of learning)*	**TEXTILES** **FOOD** **CONSTRUCTION** **MECHANISMS**	**TEXTILES** **FOOD** **CONSTRUCTION** **MECHANISMS**	**TEXTILES** **FOOD** **CONSTRUCTION** **MECHANISMS**	**TEXTILES** **FOOD** **CONSTRUCTION** **MECHANISMS**
Technical Knowledge		• Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms (eg levers, sliders, wheels and axles), in their products • Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products (e.g.: gears, pulleys, cams, levers & linkages) • Understand & use electrical systems in their products (e.g.: series circuits incorporating switches, bulbs, buzzers & motors) • Apply their understanding of computing to programme, monitor and control their products. • 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.	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products (e.g.: gears, pulleys, cams, levers & linkages) • Understand & use electrical systems in their products (e.g.: series circuits incorporating switches, bulbs, buzzers & motors) • Apply their understanding of computing to programme, monitor and control their products. • 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.