

Design & Technology Skills Progression

DT - Designing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>Experiments with a range of media and materials</p> <p>Develops ideas through experimentation with diverse materials</p> <p>Reception</p> <p>Pupils plan designs</p> <p>Pupils plan to use a range of construction tools</p> <p>Pupils evaluate the effectiveness of their design</p> <p>Pupils discuss design with peers</p>	<p>Think of own ideas for design.</p> <p>Use pictures and words to plan.</p> <p>Design a product for myself, following design criteria.</p> <p>Work in a range of contexts (imaginary, home, school, wider community, story based)</p>	<p>Think of own ideas and plan what to do next.</p> <p>Describe designs using pictures, diagrams, models, mock-ups, words and ICT.</p> <p>Design a product for myself and others, following design criteria.</p> <p>Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc.)</p>	<p>Create a design that meets a range of requirements.</p> <p>Consider the equipment and tools needed when planning.</p> <p>Describe a design using an accurately labelled diagram using appropriate vocabulary</p>	<p>Generate more than one idea for how to create a product.</p> <p>Gather information to help design a successful product (i.e. by asking others' views).</p> <p>Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.</p> <p>Suggest improvements to develop and refine a planned idea.</p>	<p>Generate a range of ideas after collating relevant information (i.e. users views).</p> <p>Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes.</p> <p>Suggest alternative plans, considering the positive aspects and drawbacks of each.</p>	<p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources).</p> <p>Produce a detailed plan, with cross-sectional diagrams and computer-generated designs).</p> <p>Work within constraints, refining and justifying plans as necessary.</p>
<p>SEND Provision:</p> <p>Support pupils with vocabulary to plan designs</p> <p>Provide example plans & scaffolds to support</p> <p>Word bank to support with technical vocabulary</p> <p>Support pupils with less contexts – not so much choice</p> <p>Checklist to support design criteria</p> <p>Sound mats to support with labelling</p>						

DT - Making						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery:</p> <p>Uses various construction materials</p> <p>Reception:</p> <p>Explore a range of tools</p> <p>Discuss the effectiveness of different tools</p> <p>Follow a basic plan</p> <p>Adapt plan whilst making.</p>	<p>Explain what is being made and why.</p> <p>Select appropriate tools and equipment for the purpose.</p>	<p>Explain what is being made and why the audience will like it.</p> <p>Choose appropriate tools and equipment, describing and explaining why they are being used.</p>	<p>Use a range of tools and equipment with some accuracy.</p> <p>Measure, mark out, assemble and join materials and components with some accuracy.</p>	<p>Use a range of tools and equipment with accuracy.</p> <p>Measure, mark out, join, assemble materials and components with accuracy using appropriate tools.</p>	<p>Use a range of tools and equipment expertly.</p> <p>Consider the aesthetic qualities and functionality of my work when making.</p>	<p>Use a range of tools and equipment precisely.</p> <p>Consider the aesthetic qualities and functionality of product as making it, refining details as necessary.</p>
<p>SEND Provision:</p> <p>Support pupils to explore tools before use</p> <p>Scaffolds for descriptive language</p> <p>Consider measurement tools to support</p> <p>Fine motor support for use of tools</p>						

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DT - Evaluating						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Share what they have made</p> <p>Reception Review the effectiveness of their product with peers. Adapt product based on feedback from an adult.</p>	<p>Talk about own and pre-existing products saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.</p>	<p>Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.</p>	<p>Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</p>	<p>Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.</p>	<p>Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering Material, methods, sustainability of the product and how much a product costs to make.</p>
SEND Provision:	<p>Scaffolds for evaluative language Support evaluations with comparisons 2 stars and a wish template Checklist to evaluate effectively</p>					

DT- Textiles						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Explore a range of materials, choosing for different tasks</p> <p>Reception Discuss the purpose of different textiles Choose appropriate textiles for different tasks.</p>		<p>Cut, then join textiles using a running stitch, over sewing or glue. Decorate using a range of items (buttons, sequins, beads, ribbons etc).</p>		<p>Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).</p>		<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.</p>
SEND Provision:	<p>Explore different textiles before use Consider tools used for joining to support with fine motor skills</p>					

DT - Mechanisms						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Explore mechanisms in books</p> <p>Reception</p>	<p>Know about movement of simple mechanisms such as</p>	<p>Apply knowledge about movement of simple mechanisms such as levers, sliders, wheels and axels.</p>	<p>Know about movement of simple mechanisms such as levers and linkages then apply these to plans</p>	<p>Know about movement of a range of mechanisms such as linkages and</p>	<p>Understand how mechanical systems such as cams, pulleys or gears create movement.</p>	<p>Understand how mechanical systems such as cams, pulleys or gears</p>

High Expectations lead to High Achievers

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<p>Explore mechanism through play Explore a range of mechanisms in construction resources, book and toys.</p>	<p>levers, sliders, wheels and axels. Know appropriate vocabulary</p>	<p>Use appropriate vocabulary in context.</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>	<p>reinforcements, then apply these to plans</p>		<p>create movement and apply this to product.</p>
<p>SEND Provision:</p>	<p>Provide a range of toys and books with different mechanisms for pupils to explore Provide word bank for technical vocabulary Visual STS to support with making</p>					

DT – Food & Nutrition				
	Early Years	KS1	LKS2	UKS2
<p>Healthy Eating</p>	<p>Recognise that we all need to eat to grow and be healthy Be aware that we need to eat more of some foods and less of others With support, are able to eat sociably with others Recognise the importance of drinking water Know the importance of brushing teeth twice a day</p>	<p>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods Are able to eat sociably with others Understand the importance of water and drinking water regularly Understand the importance of regular meals and healthy snacks Understand the types of food that can affect the health of teeth</p>	<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances that the body needs to be healthy and active Understand the value of eating sociably Understand the importance of keeping hydrated Begin to understand appropriate portion sizes for regular meals and healthy snacks Know the importance of a healthy breakfast Understand how to keep teeth healthy</p>	<p>Are able to make food choices taking in to consideration the e main food groups and the different nutrients that are important for health Know appropriate portion sizes and the importance of not skipping meals, including breakfast</p>
<p>Consumer Awareness</p>	<p>Know which animals or plants some foods come from (eg milk from cows and tomatoes from plants) Know that food can be grown or bought from shops Know some special foods that are eaten on special occasions</p>	<p>Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown Aware that some food packaging has labels giving information Know some of the influences on the food we eat (eg celebrations, preferences) Understand the importance of not wasting food and know how to recycle packaging</p>	<p>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy Begin to be able to read and understand food labels Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, cost, health, occasion) Know the importance of, and be able to, recycle food-related waste</p>	<p>Understand some of the basic processes to get food from farm to plate Understand some of the ethical dilemmas associated with the food people choose to buy Are able to use information on food labels to inform choice Understand social influences on the food we choose to eat (eg media, peer pressure, ethics)</p>
<p>Food safety & hygiene</p>	<p>Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill.; Understand that some foods need to be washed before they are safe to eat (eg fruits and vegetables) With help and supervision get ready to cook: • Tie back long hair</p>	<p>Can follow basic food safety rules when preparing and cooking food With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor With supervision get ready to cook: • Tie back long hair • Wash and dry hands • Put on a clean apron</p>	<p>Know and can follow basic food safety rules Understand how bacteria in food can cause food poisoning or food to go mouldy Know how to get ready to cook: • Tie back long hair • Wash and dry hands • Put on a clean apron • Remove jewellery and nail varnish With guidance follow procedures for clearing up such as washing and drying utensils, clearing and</p>	<p>Are able to independently get ready to cook: • Tie back long hair • Wash and dry hands • Wear a clean apron • Remove jewellery and nail varnish Demonstrate good food safety practices when getting ready to store, prepare and cook food (eg keep raw meats away from other food) Know, and can follow, food safety rules and understand their purpose</p>

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	<ul style="list-style-type: none"> Wash and dry hands Put on a clean apron With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables	Understand how everyday foods are stored differently to ensure they are safe to eat (eg fridge or freezer)	cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)	Can independently follow procedures for clearing up
Recipes & ingredients	Recognise some familiar ingredients (eg fruits) Describe the taste of some familiar ingredients, using simple words (eg sweet, salty) Identify foods that they like and dislike Understand that recipes provide instructions on how to make food	Recognise a range of familiar ingredients (eg vegetables, dairy, eggs) Describe the taste of a range of ingredients Identify what they like and dislike about the food they have cooked and how to improve its taste Follow simple recipe instructions, either in simple sentences or using pictures	Recognise and name a broad range of ingredients (eg cereals, meat, fish Use simple food descriptors relating to smell, flavour, texture and appearance Know where and how a variety of ingredients are grown Identify what they would do differently next time to improve what they have made Read and follow a simple recipe	Know an extensive range of ingredients and how these are grown (eg beans, pulses, tropical fruits, vegetables) Identify how they would change the recipe to improve the food they have made Use a range of food descriptors relating to smell, flavour, texture and appearance Compare different versions of the same dish and identify how they would change the recipe next time Confidently read and follow a recipe
Weighing & measuring	Count the quantity of food needed using whole numbers (eg 6 grapes, 2 carrots) Measure using a spoon	Use measuring spoons for liquids, solids and dry ingredients	Begin to use a jug to measure liquids Begin to use digital weighing scales	Accurately use a jug to measure liquids Accurately use weighing scales
Food preparation	With close supervision, and physical guidance when necessary, use the bridge hold to cut soft foods using a table knife (eg strawberries) With close supervision and physical guidance, crush or mash cold food in a bowl (eg biscuits, sardines, bananas) Peel fruit using their hands Tear food to divide it (eg lettuce leaves, fresh herbs) Are able to use cutlery to eat a meal Use a table knife for spreading (eg butter on toast)	With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (eg apple pieces) With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (eg tomato) With close supervision, mash cooked food (eg potatoes with a masher) With close supervision, peel soft vegetables using a peeler (eg cucumber) With close supervision, cut food into evenly sized largish pieces (eg potatoes) With close supervision, and physical guidance, if necessary, peel harder food (eg apple, potato) With close supervision, grate soft food using a grater (eg cheese)	With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, use a masher to mash hot food to a fairly smooth texture With supervision, begin to peel harder food (eg apple, potato) With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) With supervision, crush garlic using a garlic press With supervision, grate harder food using a grater (eg apples, carrots)	With supervision, confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, confidently peel harder food using a peeler (eg apple, potato) With supervision, dice foods and cut them into evenly sized, fine pieces (eg garlic, vegetable batons, herbs) With supervision, finely grate hard foods (eg zesting, parmesan cheese) With support, use a can opener and open ring-pull tins With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)
Mixing & combination	With help, sift and mix flour into a bowl Mix, stir and combine a small amount of cold ingredients in bowl (eg fruit salad)	Sift flour into bowl Mix, stir and combine liquid and dry ingredients (eg muffins) With help, use hands to rub fat into flour (eg rock buns) With help, crack an egg and beat using a fork	Combine using a sieve, flour, raising agents and spices together in to a bowl Crack an egg and beat with balloon whisk Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) Use hands to rub fat into flour (eg scones, apple crumble) Cream fat and sugar together using a mixing spoon	Sieve wet and dry ingredients with precision Confidently crack an egg With help, begin to separate eggs Use finger tips to rub fat into flour to make fine 'bread crumbs' (eg cheese straws) With supervision, whisk using an electric hand mixer (eg eggs) With supervision, cream fat and sugar together using an electric hand mixer With supervision, use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food (eg chickpeas for hummus or vegetables for soup)

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Shaping & assembling	<p>With help, use hands to shape dough in to simple shapes (eg salt dough)</p> <p>With supervision, use biscuit cutters to cut shapes</p> <p>With help and supervision, put together cold ingredients</p> <p>With help, begin to start using a rolling pin</p>	<p>With supervision, use a small table knife for spreading soft spreads on to bread</p> <p>Use hands to shape dough in to small balls or shapes</p> <p>With help and supervision, assemble and arrange cold ingredients (eg sandwich, fruit kebabs, bruschetta)</p> <p>Use a rolling pin to flatten and roll out dough</p>	<p>Knead and shape dough in to aesthetically pleasing products</p> <p>Use a rolling pin to roll out dough to a specific thickness (eg scones)</p> <p>Use biscuit cutters accurately</p> <p>Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast)</p> <p>Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes</p> <p>Independently spread ingredients accurately onto foods</p>	<p>Use hands to shape mixtures in to evenly sized pieces (eg burgers)</p> <p>Use a rolling pin to roll out dough to an accurate size and thickness (eg pizza)</p> <p>Assemble, arrange and layer more advanced dishes (eg apple sponge pudding, shepherd's pie)</p> <p>Spread food evenly with a coating, paste or glaze</p>
Heating	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and / or microwave</p> <p>Be able to prepare food for baking with help such as greasing a baking tray, putting cake cases into a bun tray</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and / or microwave</p> <p>Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans / saucepans</p>	<p>With help and supervision, begin to use a toaster or microwave (eg scrambled eggs)</p> <p>With very close supervision, and physical guidance, when necessary, handle hot food safely; once adults have removed food from the hob or oven</p> <p>Although pupils will not be cooking food on the hob or in the oven pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven</p> <p>Use oven gloves and a fish slice to remove food (eg scones) from the baking tray</p>	<p>With help and supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (eg burgers, soup)</p> <p>Although pupils will not be putting in or removing food from the grill or oven, they should understand how to use the grill and oven safely by observing adults</p> <p>With supervision, handle hot food safely using oven gloves to carefully remove cooked food with a fish slice from a baking tray on to a cooling rack</p>
Serving & garnishing	<p>With physical guidance, spoon cold food on to a plate</p> <p>With help, sprinkle garnish on cold food (eg herbs, grated cheese)</p>	<p>With guidance, use a tablespoon to serve cold food into bowls or plates</p> <p>With guidance, pour or drizzle dressing on to salads</p> <p>Lightly sprinkle garnish on cold food (eg herbs, grated cheese)</p>	<p>Begin to recognise appropriate ingredients to garnish hot and cold food</p> <p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)</p> <p>With help and supervision, use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</p> <p>Begin to understand appropriate portion sizes when serving food</p> <p>Begin to understand what types of food can be served together to make a balanced meal</p>	<p>Be able to choose appropriate ingredients to garnish hot and cold dishes</p> <p>With supervision, be able to use a spoon, ladle or jug to serve hot liquids (eg soup)</p> <p>Cut food in to equal sized portions for the number being served (eg slicing pizza into eighths)</p> <p>Understand appropriate portion sizes when serving food</p> <p>Are able to plan and serve their own breakfast and a simple balanced cooked meal (eg pizza and salad, soup and bread rolls)</p>
SEND Provision:	<p>Practical sorting of healthy and less healthy – visuals to support</p> <p>Fine motor skills development to support with cutting – consider the tools used to be safe</p> <p>Pre-teaching of technical vocabulary</p> <p>Opportunities to visit Food Technology room before hand and see environment and equipment</p> <p>Social stories to support dangers around using the room</p>			