

D&T Progression of Skills

	Designing	Making	Evaluating	Technical knowledge	Cooking and nutrition
R	Manipulating materials to produce a planned effect. Chooses particular colours for a purpose.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Selects and uses simple tools.	Constructs with a purpose in mind. Adapts work where necessary. Confidently speaks about wants and needs, interests and opinions.	Shows skill in making toys work, e.g. by pressing parts or lifting flaps to achieve effects such as sound or movement.	Can eat a healthy range of food and understands the need for variety in food. Shows understanding of hygiene and safety.
Y1	Stating what they make, what it is for. Communicate ideas by talking and drawing. Use simple design criteria to develop ideas.	Plan by suggesting what to do next. Select tools and explain choices. Be safe and hygienic. Measure, mark out, cut and combine.	Talk about design ideas and what they are making. Make simple judgements about their product. Explore: what products are, what they are for,	Know about simple working characteristics of materials and components. How free-stranding structures can be made stronger and more stable	Know that food comes from plants or animals. How to prepare simple dishes safely and hygienically (no heat). Know that everyone should eat at least 5 portions of fruit or vegetables a day.
Y2	Using knowledge of existing products. Modelling ideas and exploring materials and components. Say how their products will work and how they will make them suitable for users.	Select from a range of tools and materials and explain choices. Finish using art techniques.	Suggest how their products can be improved. Make simple judgements about their product using design criteria. Explore: who products are for, what materials they are made from, how they work, where they might be used	Movement of simple mechanisms, e.g. levers, wheels, axels That a 3D textiles product can be assembled from 2 identical fabric shapes Know that food ingredients should be combined according to sensory characteristics.	Know that food has to be farmed, grown elsewhere or caught. Name and sort foods into the 5 groups of the "Eatwell Plate"
Y3	Gathering information about wants and needs. Describe the purpose of their products and the intended user.	Select suitable tools and materials and explain in relation to techniques. Order the main stages of making. Assemble and join components with some accuracy. Use a range of finishing techniques from art and design.	Identify strengths and areas for development in their products. Use their design criteria to evaluate their completed products. Explore: how products are designed, made, what materials and components are used, how well they work	Know that they can use learning from science and maths to help design and make products that work. Know that products have both functional and aesthetic qualities. Mechanical systems such as levers, linkages or pneumatic systems.	Know that food is grown, reared and caught. Prepare and cook savoury dishes safely and hygienically. Know that a healthy diet is made up of a balance of different food and drink (Eatwell plate)
Y4	Developing their own design criteria and using them to inform their ideas. Indicate design features that will appeal to intended users.	Explain choices of materials according to functional properties and aesthetic qualities.	Identify strengths and areas for development in their ideas and products. Refer to design criteria as they design and make. Explore: who/where/when designed a product, how well does it achieve its purpose, can it be recycled?	Make strong, stiff, stable structures. Know that a single fabric shape can be used to make a 3D product. Know that materials can be combined and mixed to create more useful characteristics. Simple electrical circuits. Understand that food ingredients can be fresh, pre-cooked and processed.	Know that food is grown, reared and caught in the UK, Europe and the wider world. Prepare and cook savoury dishes safely and hygienically, including with a heat source. That being active, food and drink are needed to provide energy for the body.
Y5	Carrying out research using surveys, interviews, web-based resources, etc. Work confidently in a range of contexts, e.g. home, school, leisure, industry, wider environment.	Use wider range of materials and components, e.g. textiles, food, mechanical, electrical Improved accuracy with learnt skills. Use techniques that involve a number of steps.	Consider the views of others, including intended users, to improve their work. Evaluate the manufacture and fitness for purpose of their products as they design and make. Explore: how much products cost to make, how sustainable the materials are	Know that mechanical and electrical systems have an input, process and output. Mechanical systems such as cams, pulleys or gears. Know that recipes can be adapted by adding or substituting one or more ingredients.	Know that seasons may affect the food available. Know that recipes can be adapted to change the appearance, texture, taste and aroma.
Y6	Identifying the needs, wants, preferences and values of particular individuals and groups. Explain how particular parts of their products work.	Use wider range of materials and components, e.g. textiles, food, mechanical, electrical Demonstrate resourcefulness when tackling practical problems.	Critically evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make. Explore: how innovative the products are, what impact they have beyond their intended purpose	How more complex electrical circuits can be used to make functioning products. Know that a 3D textiles product can be made from a combination of fabric shapes. How to reinforce and strengthen a 3D framework.	Know how food is processed into ingredients that can be eaten or used in cooking. Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.