



## DT Skills Progression Plan 2021-2022

| <b>EYFS</b>   | Children will use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. They will also create collaboratively, sharing ideas, resources and skills.  |  |  |   |   |  |
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|               | During the Early Years Foundation Stage children will learn to: <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</li><li>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li><li>• Safely use and represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li></ul> |  |  |   |   |  |
|               | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
| <b>Design</b> | <p>Children can create a simple design for their product that is functional and appealing to themselves and others.</p> <p>Children can use words and pictures to describe what they want to do.</p> <p>Children can talk about their design.</p>   | <p>Children can create a simple design for their product that is purposeful, functional and appealing to themselves and others based on design criteria given.</p> <p>Children can generate, develop, model and communicate their ideas through talking drawing, templates and mock ups.</p> <p>Children can research their ideas using ICT.</p> | <p>Children can use their knowledge of existing products to design their own functional product.</p> <p>Children can create designs using annotated sketches and prototypes.</p> <p>Children can talk about their design and discuss how it might change from their original idea after research and prototypes.</p> | <p>Children can use their knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Children can create designs using annotated sketches, exploded diagrams and pattern pieces.</p> <p>Children can research and develop their design from a given design criteria.</p> | <p>Children can use their research into existing products to inform the design of their own innovative product.</p> <p>Children can create designs using annotated sketches and cross sectional designs and pattern pieces.</p> | <p>Children can generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams and through prototypes and computer aided design.</p> |



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| Make | Children can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. | Children can choose tools they would like to use and select materials based on their knowledge of their properties. | Children can safely measure, mark out, cut assemble and join with some accuracy.  | Children can use techniques which require more accuracy to cut, shape, join and finish their work.   | Children can make careful and precise measurements so that joins, holes and openings are in exactly the right place.   | Children can use their technical knowledge and accurate skills to problem solve during the making process.   |
|      |  | Children can safely measure, mark out, cut and shape materials and components using a range of tools.               | Children can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. | Children can use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials and plan how to use them. | Children can produce step by step plans to guide their making, demonstrating that they can apply their knowledge of different materials, tools and techniques. | Children can apply their knowledge of material and techniques to refine and rework their product to improve its functional properties and aesthetic qualities. |



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| <b>Evaluate</b> | Children can ask simple questions about existing products and those that they have made. | Children can evaluate and assess existing products and that they have made using a design criteria.<br><br>Children can state what they like and dislike about their product. | Children can investigate and analyse existing products and those they have made, considering a wide range of factors.<br><br>Children can talk about how they would improve their product if they were to make it again. | Children can investigate and analyse a range of existing products and explain how they will help to develop their design.<br><br>Children can consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user. | Children can make detailed evaluations about existing products and their own considering the views of others to improve their work. | Children understand how key events and individuals in design and technology have helped shape the world. |
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| Technical Knowledge | Children can build structures, exploring how they can be made stronger, stiffer and more stable. | Children can explore and use mechanisms such as levers, sliders and wheels and axels in products.  | Children can investigate different techniques for stiffening, strengthening and reinforcing more complex structures. | Children can understand and use electrical systems in their products.                                | Children can understand how to use more complex mechanical systems. | Children can build more complex 3D structures and apply their knowledge of strengthening techniques to make them stronger and more stable.                                   |
|                     | Children can use sliders and levers in a product.  | Children can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. |  | Children can apply techniques they have learnt to strengthen structures and explore their own ideas. |   | Children can understand how to use more complex electrical systems.<br><br>Children can apply their understanding of computer programs to monitor and control their product. |



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| Cooking and Nutrition | <p>Children can say where some food comes from with support.</p> <p>Children can prepare a simple salad/ fruit salad and talk about where the fruit and vegetables come from.</p> <p>Children can peel and chop foods using the bridge and claw grip with support.</p> <p>Children can say whether some foods are healthy or unhealthy.</p> | <p>Children can say where some foods come from.</p> <p>Children can peel and mix foods with some support.</p> <p>Children can chop low resistance foods using the bridge and claw grip with some support.</p> <p>Children can grate soft foods with support.</p> <p>Children can say what foods they should eat to stay healthy.</p> | <p>Children can talk about where and how foods are grown, reared, caught and processed.</p> <p>Children can peel, grate and mix food with increasing accuracy.</p> <p>Children can measure ingredients by counting.</p> <p>Children can chop low resistance foods using the bridge and claw grip with increasing accuracy.</p> <p>Children can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Children can talk about the different food groups and</p> | <p>Children can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</p> <p>Children can read and follow recipes, which involve several processes, skills and techniques with some support.</p> <p>Children can chop high resistance foods using the bridge and claw grip with increasing accuracy.</p> <p>Children can measure ingredients using digital scales with support.</p> | <p>Children can read and follow recipes, which involve several processes, skills and techniques.</p> <p>Children can chop high resistance foods using the bridge and claw grip with increasing accuracy.</p> <p>Children can confidently plan a series of meals based on the principals of a healthy and varied diet.</p> <p>Children can use information of food labels to inform choice.</p> <p>Children can research, plan and prepare a savoury dish, applying their</p> | <p>Children can understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Children can measure ingredients using digital scales with accuracy.</p> |
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|  |  |  | name a food from each group. |  | knowledge of ingredients and their technical skills.<br><br>Children can measure ingredients using digital scales. |  |
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