



Design Technology Skills Progression Map 2019-2020



	Design	Make	Evaluate/Technical knowledge	Cooking and Nutrition
EYFS	<ul style="list-style-type: none"> • Investigate various construction materials. • Realise tools can be used for a purpose • Join construction pieces together to build and balance. • Begin to try out a range of tools and techniques safely. • Construct with a purpose in mind, using a variety of resources • Use simple tools and techniques competently and appropriately. • Build and construct with a wide range of objects, selecting and adapting their work where necessary. • Select the tools and techniques they need to shape, assemble and join materials they are using. 			<ul style="list-style-type: none"> • Can tell adults when hungry. • Understands that equipment and tools have to be used safely. • Can usually manage washing and drying hands. • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of how to transport and store equipment safely. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Year 1	<ul style="list-style-type: none"> • To design purposeful, functional and appealing products for themselves and others • To draw in their own experience to help generate ideas • To suggest ideas and explain what they are going to do • To identify a target group for what they are going to design and make • To model their ideas in card and paper • To develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> • To make their design using appropriate techniques • With help, to measure, mark out, cut and shape a range of materials • To use tools e.g. scissors, needles • To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • To use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> • To evaluate their product by discussing how well it works in relation to purpose. • To evaluate their products as they are developed, identifying strengths and possible changes they might make. • To evaluate their product by asking questions about what they have made and how they have gone about it. 	<ul style="list-style-type: none"> • To begin to understand that all food comes from plants and animals • To know how to name and sort foods into five food groups in the Eatwell Plate • To know basic food handling, hygienic practices, preparing food and personal hygiene

Year 2	<ul style="list-style-type: none"> •Generate ideas by drawing on their own and other people’s experiences •To develop their design ideas through discussion, observation, drawing and modelling •To identify a purpose for what they intend to design and make •To identify simple design criteria to make simple drawings an label parts 	<ul style="list-style-type: none"> •Begin to select tools and materials; use vocab to name and describe them •To measure, cut and score with some accuracy •To use hand tools safely and appropriately •To assemble, join and combine materials in order to make a product •To choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> •To evaluate against their design criteria •To evaluate their products as they are developed, identify strengths and possible changes they might make •Talk about their ideas saying what they like and dislike about them 	<ul style="list-style-type: none"> •Begin to identify where food groups come from (animals or plants) •To know that food has to be farmed, grown elsewhere (e.g. home or caught) •That everyone should eat at least five portions of fruit and vegetables every day •How to prepare simple dishes safely and hygienically, without using a heat source •How to use techniques such as cutting, peeling and grating.
Year 3	<ul style="list-style-type: none"> •To generate ideas for an item, considering its purpose and the user/s To identify a purpose and establish criteria for a successful product •To plan the order of their work before starting •To explore, develop and communicate design proposals by modelling ideas •To make drawings with labels when designing 	<ul style="list-style-type: none"> •To select tools and techniques for making their product •Measure, mark out, cut, score and assemble components with more accuracy •To work safely and accurately with a range of simple tools •To think about their ideas as the make progress and be willing to change if this helps them to improve their work •To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> •To evaluate their product against original design criteria, e.g. how well it meets its intended purpose •To disassemble and evaluate familiar products 	<ul style="list-style-type: none"> •Demonstrate hygienic food preparation and storage •That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate •How to prepare simple dishes safely and hygienically with a heat source
Year 4	<ul style="list-style-type: none"> •How to generate ideas, considering the purposes for which they are designing •To make labelled drawings from different views showing specific features •To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails •To evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> •To select appropriate tools and techniques for making their product •To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques •To join and combine materials and components accurately in temporary and permanent ways •To sew using a range of different stitches, to weave and knit •To measure, tape or pin, cut and join fabric with some accuracy. 	<ul style="list-style-type: none"> •To evaluate their work both during and at the end of the assignment •To evaluate their products carrying out appropriate tests •To know when and where bridges were designed and made •Begin to look at inventors and their work 	<ul style="list-style-type: none"> •That to be active and healthy, food and drink are needed to provide energy for the body •To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens •To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source

<p>Year 5</p>	<ul style="list-style-type: none"> •To generate ideas and identify a purpose for their product •To draw up a specification for their design •To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail To use results of investigations, information sources, including ICT when developing design ideas Model their ideas using prototype and pattern pieces 	<ul style="list-style-type: none"> •To use a wider range of appropriate material, tools and Techniques •To measure and mark out accurately •To use different tools and equipment safely and accurately •To cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> •To evaluate a product against the original design specification •To evaluate it personally and seek evaluation from others •Evaluate how learning from science and Mathematics can help design and make products that work 	<ul style="list-style-type: none"> •To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To have a basic understanding of how food is grown, reared or caught in the UK •To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source •Use a range of techniques when such as peeling and chopping •To weigh and measure dry ingredients and liquids accurately
<p>Year 6</p>	<ul style="list-style-type: none"> •To communicate their ideas through detailed labelled drawings to develop a design specification •To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways •To plan the order of their work, choosing appropriate materials, tools and techniques •To carry out research, using surveys, interviews, questionnaires and web-based resources •To identify the needs of individuals and groups 	<ul style="list-style-type: none"> •To select tools, materials, components and techniques appropriate to the task •To assemble components to make working models •Follow procedures for safety •To construct products using permanent joining techniques •To make modifications as they go along •To pin, sew and stitch materials together to make a product •Demonstrate resourcefulness when tackling practical problems 	<ul style="list-style-type: none"> •To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests •To record their evaluations using drawings with labels •To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make •To show an awareness of how much products cost to make, how innovative and sustainable they are •To use science and mathematical knowledge to help plan and make products •To know that materials have both functional properties and aesthetic properties 	<ul style="list-style-type: none"> •Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health •To know that seasons may affect the food available •To know that food is processed into ingredients that can be eaten or used in cooking •Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading. •To weigh and measure dry ingredients and liquids accurately •To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens •To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source