



## Design Technology Skills Progression Map 2019-2020



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

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

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