

## Debden C of E Primary Academy **Design and Technology** Progression of Skills Map

DT Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research and Design	Expressive Art and Design - use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research	Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts	Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing	Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features 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 Evaluate products and identify criteria that can be used for their own designs	Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design 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 Use results of investigations, information sources, including ICT when developing design ideas	Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Make	Expressive Arts and Design - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Understanding the World - show skill in making things work by pressing parts or lifting flaps to achieve	Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely Assemble, join and combine materials and	Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately	Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools	Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques	Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately	Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately



	effects, such as sound,	components together	Assemble, join and	Think about their ideas	Join and combine	Weigh and measure	Construct products
	movements or new	using a variety of	combine materials in	as they make progress	materials and	accurately (time, dry	using permanent joining
		temporary methods e.g.	order to make a product	and be willing change	components accurately	ingredients, liquids)	techniques
	images.		order to make a product	things if this helps them	in temporary and	ingrealents, ilquius)	techniques
	Physical Development –	glues or masking tape	Cut, shape and join fabric	improve their work		Apply the sules for basis	Make modifications as
		Select and use		improve their work	permanent ways	Apply the rules for basic	
	Children handle		to make a simple		Construction of the second second	food hygiene and other	they go along
	equipment and tools	appropriate fruit and	garment.	Measure, tape or pin,	Sew using a range of	safe practices e.g.	
	effectively, including	vegetables, processes		cut and join fabric with	different stitches,	hazards relating to the	Pin, sew and stitch
	pencils for writing	and tools	Use basic sewing	some accuracy	weave and knit	use of ovens	materials together
			techniques				create a product
		Use basic food handling,		Demonstrate hygienic	Measure, tape or pin,	Cut and join with	
		hygienic practices and	Follow safe procedures	food preparation and	cut and join fabric with	accuracy to ensure a	Achieve a quality
		personal hygiene	for food safety and	storage	some accuracy	good-quality finish to	product
			hygiene			the product	
		Use simple finishing	Choose and use	Use finishing			
		techniques to improve	appropriate finishing	techniques strengthen	Use simple graphical		
		the appearance of their	techniques	and improve the	communication		
		product		appearance of their	techniques		
				product using a range			
				of equipment inc. ICT			
	Capture experiences and	Evaluate their product	Evaluate against their	Evaluate their product	Evaluate their work	Evaluate a product	Evaluate their products,
	responses with a range of	by discussing how well it	design criteria	against original design	both during and at the	against the original	identifying strengths
	media, such as music,	works in relation to the		criteria e.g. how well it	end of the assignment	design specification	and areas for
	dance and paint and other	purpose	Evaluate their products as	meets its intended			development, and
	materials or words.		they are developed,	purpose	Evaluate their products	Evaluate it personally	carrying out appropriate
		Evaluate their products	identifying strengths and		carrying out	and seek evaluation	tests
a		as they are developed,	possible changes they	Disassemble and	appropriate tests	from others	
Evaluate		identifying strengths and	might make	evaluate familiar			Record their evaluations
in		possible changes they	Ū.	products			using drawings with
'al		might make	Talk about their ideas,				labels
Ě		0	saying what they like and				
		Evaluate their product	dislike about them				Evaluate against their
		by asking questions					original criteria and
		about what they have					suggest ways that their
		made and how they					product could be
		have gone about it					improved
		have gone about it					improved



	Expressive Arts and Design	Begin to understand	Understand that all	Start to know that	Understand that	Understand that	Know that food is
	<ul> <li>safely use and explore a</li> </ul>	that all food comes from	food comes from	food is grown (such	food is grown (such	food is grown (such	grown (such as
	variety of materials, tools	plants or animals.	plants or animals.	as tomatoes, wheat	as tomatoes, wheat	as tomatoes, wheat	tomatoes, wheat
	and techniques,			and potatoes),	and potatoes),	and potatoes),	and potatoes), reared
	experimenting with colour,	Explore the	Know that food has	reared (such as	reared (such as	reared (such as	(such as pigs, chickens
	design, texture, form and	understanding that food	to be farmed, grown	pigs, chickens and	pigs, chickens and	pigs, chickens and	and cattle) and caught
	function.	has to be farmed, grown	elsewhere (e.g.	cattle) and caught	cattle) and caught	cattle) and caught	(such as fish) in the
		elsewhere (e.g. home)	home) or caught.	(such as fish) in the	(such as fish) in the	(such as fish) in the	UK, Europe and the
	Physical Development –	or caught. Start to	Understand how to	UK, Europe and the	UK, Europe and the	UK, Europe and the	wider world.
	Children handle	understand how to	name and sort foods	wider world.	wider world.	wider world.	
	equipment and tools	name and sort foods	into the five groups				Understand that
	effectively	into the five groups in	in 'The Eat well	Understand how to	Understand how to	Begin to understand	seasons may affect
		'The Eat well plate'	plate'	prepare and cook a	prepare and cook a	that seasons may	the food available.
	Physical Development -			variety of	variety of	affect the food	Understand how
	practise some appropriate	Begin to understand	Know that everyone	predominantly	predominantly	available. Understand	food is processed
	safety measures without	that everyone should	should eat at least	savoury dishes safely	savoury dishes	how food is processed	into ingredients that
	direct supervision	eat at least five portions	five portions of fruit	and hygienically	safely and	into ingredients that	can be eaten or
		of fruit and vegetables	and vegetables	including, where	hygienically	can be eaten or	used in cooking.
		every day.	every day.	appropriate, the use	including, where	used in cooking.	
		<i></i>		of a heat source.	appropriate, the use		Know how to
σ		Know how to prepare	Demonstrate how to	De state en de sete ed	of a heat source.	Know how to	prepare and cook a
Food		simple dishes safely and	prepare simple	Begin to understand	Kana kana kana a	prepare and cook a	variety of
Ъ		hygienically, without	dishes safely and	how to use a range	Know how to use a	variety of predominantly	predominantly
		using a heat source.	hygienically, without	of techniques such	range of techniques	savoury dishes safely	savoury dishes safely
		Know how to use	using a heat source.	as peeling, chopping,	such as peeling,	and hygienically	and hygienically
		techniques such as		slicing, grating, mixing,	chopping, slicing,	including, where	including, where
		cutting, peeling and	Demonstrate how to	spreading, kneading	grating, mixing,	appropriate, the use of a heat source.	appropriate, the use of a heat source.
		grating.	use techniques such	and baking.	spreading, kneading	of a field source.	of a fleat source.
			as cutting, peeling and grating.	Start to understand	and baking.	Start to understand how	Understand how to use
			anu grating.	that a healthy diet is	Know that a healthy	to use a range	a range of techniques
				made up from a variety	diet is made up from	of techniques such as	such as peeling,
				and balance of different	a variety and	peeling, chopping,	chopping, slicing,
				food and drink, as	balance of different	slicing, grating, mixing,	grating, mixing,
				depicted in 'The Eat	food and drink, as	spreading, kneading	spreading, kneading
				well plate'	depicted in 'The Eat	and baking.	and baking.
				wen plate	well plate' Know that to	and baking.	and baking.
				Begin to know that	be active and healthy,	Begin to understand	Know different food
				to be active and	food and drink are	that different food	and drink contain
				healthy, food and	needed to provide	and drink contain	different substances –
				drink are needed to	energy for the body.	different substances –	nutrients, water and
				provide energy for	energy for the body.	nutrients, water and	fibre – that
				the body.		fibre – that are needed	are needed for
				the bouy.		for health.	health.
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