



DT Knowledge and Skills Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Designing	<ul style="list-style-type: none"> • work independently or in groups to create ideas • begin to talk about these ideas • begin to record pictorially 	<ul style="list-style-type: none"> • use own ideas to design something • describe how own idea works • design a product which moves <ul style="list-style-type: none"> • explain to someone else how they want to make their product • make a simple plan before making think of an idea and plan what to do next • explain why they have chosen specific textiles 	<ul style="list-style-type: none"> • prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated 	<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs

<p>Making</p>	<ul style="list-style-type: none"> • learning to join materials using tape and glue • learning to do this independently or in a small group • begin to record pictorially • experience working with a wide range of construction materials 	<ul style="list-style-type: none"> • use own ideas to make something make a product which moves • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure 	<ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately 	<ul style="list-style-type: none"> • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action
<p>Evaluating</p>	<ul style="list-style-type: none"> • describe how something works • have the opportunity to build on previous learning to refine ideas 	<ul style="list-style-type: none"> • describe how something works • explain what works well and not so well in the model they have made 	<ul style="list-style-type: none"> • explain how to improve a finished model • know why a model has or has not been successful • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	<ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria • know how to test and evaluate designed products • explain how products should be stored and give reasons
<p>Technical knowledge</p>	<ul style="list-style-type: none"> • knowing how different construction pieces fit together (push, pull, twist) 	<ul style="list-style-type: none"> • make a model stronger and more stable • use wheels and axles, when appropriate to do so 	<ul style="list-style-type: none"> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design 	<ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced

			<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT where appropriate to add to the quality of the product 	<p>use electrical systems correctly and accurately to enhance a given product</p> <ul style="list-style-type: none"> • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing
Food technology	<ul style="list-style-type: none"> • begin to know healthy/unhealthy food choices • use the simple tools needed for working with food 	<ul style="list-style-type: none"> • cut food safely • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake 	<ul style="list-style-type: none"> • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • can talk about which food is healthy and which food is not • know when food is ready for harvesting • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed 	<ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish