



Progression of Skills in Design Technology for EYFS, KS1 and KS2

Article 29: Education must develop every child's personality, talents and abilities to the full.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Developing, planning and communicating ideas.	To use ideas to build models using basic toys – Stickle bricks, Lego, Mobilo Plan how to make a vehicle with moving wheels	Draw on own experience to help generate ideas. Identify what they intend to design and make. Develop their design ideas	Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify design criteria. Draw 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, and communicate design proposals by modelling ideas.	Generate ideas, considering the purpose for which they are designing. Make labelled drawings 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.	Generate ideas and identify 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. Suggest methods for improving results.	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 and tools.
Working with tools, equipment, materials and components to make quality products.	To handle tools safely. To join materials using a variety of resources. To use pieces of wood, a hammer and pegs.	Develop 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 components together using a variety of temporary methods.	Begin to select tools and materials; use technical vocabulary to name and describe the tools. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.	Select tools and techniques for making products. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Improvise ideas to make necessary changes. Measure, tape or pin, cut and join fabric with some accuracy.	Select appropriate tools and techniques for making products. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit.	Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills for using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product. Make modifications to improve results. Achieve a quality products.	Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications to improve results. Pin, sew and stitch materials together create a product.

Evaluating processes and products.	To evaluate products by how they look and feel. To describe how they made their products.	Evaluate products by discussing how well they works in relation to the purpose. Evaluate products, identifying strengths and possible changes.	Evaluate against their design criteria. Evaluate products identifying strengths and possible changes. Talk about their ideas, saying what they like and dislike.	Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products.	Evaluate their work both during and at the end of the assignment. Evaluate products by carrying out appropriate tests	Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.	Evaluate products, identifying strengths and areas for development. Evaluate against original criteria and suggest ways to improve products.
Food Technology	Weighing - pouring or spooning ingredients into scales. Cutting soft ingredients using a strong plastic knife. Mixing with spoon or hands. Sieving.	Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product.	Follow safe procedures for food safety and hygiene. Choose and use appropriate finishing techniques.	Demonstrate hygienic food preparation and storage. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.	Continue to follow health and safety procedures when handling food. Follow a simple recipe. Use a peeler. Slice, grate, mix, spread, knead and bake. Using heat on a hob and microwave.	Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens	Planning and preparing a family meal. Follow a simple recipe with several elements (baking a cake, making a filling, icing / decorate) Whisk, using a balloon whisk or handheld mixer. Using heat on a hob, oven and microwave