



Lacock C of E Primary School

Design and Technology Skills Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research 	To explore different materials freely to develop their ideas on how to make them.	Understand what a product is and who it is for	Understand what a product is and who it is for	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is
		Understand how a product works and how it is used	Understand how a product works and how it is used	Identify what the product has been made from	Identify what the product has been made from	Identify what the product has been made from and how environmentally friendly the materials are	Identify what the product has been made from and how environmentally friendly the materials are
		Identify where you might find this product	Identify where you might find this product	Evaluate the product on design and use	Evaluate the product on design and use	Evaluate the product on design, appearance and use	Evaluate the product on design, appearance and use
			Identify the materials used to make the product	Identify the materials used to make the product	Identify the materials used to make the product	Identify the materials used to make the product	Identify the materials used to make the product and cost to make it
		Express an opinion about the product	Research facts about famous inventors/chefs/designers etc linked to the product	Research facts about famous inventors/chefs/designers etc linked to the product	Research facts about famous inventors/chefs/designers etc linked to the product	Research facts about famous inventors/chefs/designers etc linked to the product	
Design 	Develop their own ideas and decide what materials to use.	Explain what product they will be designing and making who it will be used by	Explain what product they will be designing and making who it will be used by	Understand and gather information about what a particular group or people want from a product	Understand and gather information about what a particular group or people want from a product	Understand and gather information about what a particular group or people want from a product using questionnaires, surveys etc	Understand and gather information about what a particular group or people want from a product using questionnaires, surveys etc
		Describe what their product will be used for	Describe the purpose of their product and how it will work	Describe the purpose of their product and parts of it and how it will work	Describe the purpose of their product and how it will work	Describe the purpose of their product and how it will work	Describe the purpose of their product and how it will work
			Explain why their product is suitable for the intended user	Explain how parts of their product works	Explain how parts of their product works	Explain how parts of their product will work	Explain how parts of their product will work
			Use own experiences and existing products to develop ideas	Use own experiences and existing products to develop ideas	Use own experiences and existing products to develop ideas	Generate realistic ideas that meet the needs of the user and take into account availability of resources	Generate realistic ideas that meet the needs of the user and take into account availability of resources
				Develop their own design criteria and use for planning ideas	Develop their own design criteria and use for planning ideas	Develop their own design criteria and use for planning ideas	
						Create a design description for their product	Generate innovative ideas that meet the needs of the user

Planning 	To plan what they are going to make,	Discuss what their steps for making could be	Discuss what their steps for making could be	Share and discuss ideas with others			
		Represent ideas through talking and drawing	Represent ideas through talking and drawing	Order the main stages of making	Order the main stages of making	Record a step by step plan for making	Record a step by step plan for making
		Choose materials to use based on suitability of their properties	Choose materials to use based on suitability of their properties	Choose materials to use based on suitability of their properties	Choose materials to use based on suitability of their properties and aesthetic qualities	Choose materials to use based on suitability of their properties and aesthetic qualities	Choose materials to use based on suitability of their properties and aesthetic qualities
		Create templates/pattern pieces and explore materials whilst developing ideas	Create pattern pieces and prototypes	Represent ideas in diagrams and annotated sketches			
					Produce lists for the tools, equipment and materials they will be using	Produce lists for the tools, equipment and materials they will be using	
Making 	Create collaboratively sharing ideas, resources and skills.	Choose suitable tools for making	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used
	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures
		Measure, mark, cut and shape materials and components	Measure, mark, cut and shape materials and components	Measure, mark, cut and shape materials and components with some accuracy	Measure, mark, cut and shape materials and components with some accuracy	Measure, mark, cut and shape materials and components accurately	Measure, mark, cut and shape materials and components accurately
		Join, assemble and combine materials and components	Join, assemble and combine materials and components	Join, assemble and combine materials and components with some accuracy	Join, assemble and combine materials and components with some accuracy	Join, assemble and combine materials and components accurately	Join, assemble and combine materials and components accurately
		Use finishing techniques, including skills learnt in Art	Use finishing techniques, including skills learnt in Art	Use finishing techniques, including skills learnt in Art with some accuracy	Use finishing techniques, including skills learnt in Art with some accuracy	Use finishing techniques, including skills learnt in Art accurately	Use finishing techniques, including skills learnt in Art accurately
			Use design criteria whilst making	Use design criteria whilst making	Use design criteria whilst making	Use design criteria whilst making	
					Demonstrate problem solving skills when encountering a mistake or practical problem	Demonstrate problem solving skills when encountering a mistake or practical problem	
Evaluation 	To share creations and talk about the process.	Talk about their design ideas and what they have made	Talk about their design ideas, what they have made and suggest how it could be improved	Use design criteria to evaluate product - identifying both strengths and areas for development	Use design criteria to evaluate product - identifying both strengths and areas for development	Use design criteria to evaluate product - identifying both strengths and areas for development	Use design criteria to evaluate product - looking at quality of end product and design and whether it is fit for its intended purpose
		Make simple judgements of how the product met their design ideas	Make simple judgements of how the product met their design ideas	Consider the views of others, including intended user, whilst evaluating the product	Consider the views of others, including intended user, whilst evaluating the product	Consider the views of others, including intended user, whilst evaluating the product	Consider the views of others, including intended user, whilst evaluating the product

Food Technology

	EYFS	KS1	Lower KS2	Upper KS2
Teaching cooking and nutrition - Food and food regeneration 	To learn some basic cooking	Understand that food comes from plants or animals	Understand which foods are reared, caught, or grown and that this happens in the UK and across the world	Understand which foods are reared, caught, or grown and that this happens in the UK and across the world
	To know how to work hygienically	Understand that food has to be farmed, caught or grown	Understand that recipes can be changed by adding or taking away ingredients	Understand that sometimes raw ingredients need to be processed before they can be used in cooking
		Understand that the seasons can affect food produce		Understand that the seasons can affect food produce
				Understand that recipes can be adapted to change the appearance, taste and aroma of a dish
		Sort foods into the 5 groups	Sort foods into the 5 groups and identify that this makes up a healthy diet	Sort foods into the 5 groups and identify that this makes up a healthy diet
		Identify that people should eat least 5 portions of fruit and vegetables a day	Identify that people should eat least 5 portions of fruit and vegetables a day	Identify that people should eat least 5 portions of fruit and vegetables a day
Teaching cooking and nutrition - Cooking and Nutrition		Prepare simple dishes hygienically and safely without a heat source	Prepare simple dishes hygienically and safely and where needed with a heat source	Prepare simple dishes hygienically and safely and where needed with a heat source
		Use cooking techniques such as: cutting, peeling and grating	Use cooking techniques such as: cutting, peeling and grating, slicing, mixing, spreading, kneading and baking	Use cooking techniques such as: cutting, peeling and grating, slicing, mixing, spreading, kneading and baking
			Identify that food and drink are needed to provide energy for a healthy and active lifestyle	Identify that food and drink provide certain nutritional and health benefits which support a healthy and active lifestyle