

St Mary's Primary School, Oxted

Design & Technology Progression

Design & Technology (DT)						
EYFS	Year 1	Year 2	Year 3	Year4	Year5	Year 6
	Cooking and Nutrition Talk about what he/she eats at home and begin to discuss what healthy foods are I can talk about what I eat at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown I can say where some food comes from and give examples of food that is grown Use simple tools with help to prepare food safely I can use simple tools with help to prepare food safely	Cooking and Nutrition Understand the need for a variety of food in a diet I can understand the need for a variety of food in a diet Understand that all food has to be farmed, grown or caught I can understand that all food has to be farmed, Use a wider range of cookery techniques to prepare food safely I can use a wider range of cookery techniques to prepare food safely	Cooking and Nutrition Talk about the different food groups and name food from each group I can talk about the different food groups and name food from each group Understand that food has to be grown, farmed or caught in Europe and the wider world I can understand that food has to be grown, farmed or caught in Europe and the wider world Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	Cooking and Nutrition Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active Understand seasonality and the advantages of eating seasonal and locally produced food I can understand seasonality and the	Cooking and Nutrition Understand the main food groups and the different nutrients that are important for health I can understand the main food groups and the different nutrients that are important for health Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat I can understand how a variety of ingredients are grown, reared, caught and processed to make	Cooking and Nutrition Confidently plan a series of healthy meals based on the principles of a healthy and varied diet I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet Use information on food labels to inform choices I can use information on food labels to inform choice Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and

St Mary's Primary School, Oxted

Design & Technology Progression

			I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely	advantages of eating seasonal and locally produced food Read and follow recipes which involve several processes, skills and techniques I can read and follow recipes which involve several processes, skills and techniques	them safe and palatable / tasty to eat Select appropriate ingredients and use a wide range of techniques to combine them I can select appropriate ingredients and use a wide range of techniques to combine them	his/her technical skills I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills
	Processes Create simple designs for a product I can create a simple design for my product Use pictures and words to describe what he/she wants to do I can use pictures and words to describe what I want to do Select from and use a range of tools and	Processes Design purposeful, functional, appealing products for himself/herself and other users based on design criteria I can design useful, pleasing products for myself and other users based on a design brief Generate, develop, model and communicate his/her ideas	Processes Use knowledge of existing products to design his/her own functional product I can use my knowledge of existing products to design my own functional product Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	Processes Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Processes Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product I can use my research into existing products and my market research to inform the design of my own innovative product	Processes Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products I can use research I have done into famous designers and inventors to inform my designs Generate, develop, model and communicate his/her ideas

St Mary's Primary School, Oxted

Design & Technology Progression

	equipment to perform practical tasks e.g. cutting, shaping, joining and finishing I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Use a range of simple tools to cut, join and combine materials and components safely I can use a range of simple tools to cut, join and combine materials and components safely Ask simple questions about existing products and those that he/she has made I can ask simple questions about existing products	through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT Choose appropriate tools, equipment, techniques and materials from a wide range I can choose tools I would like to use and select materials based on my knowledge of their properties Safely measure, mark out, cut and shape materials and components using a range of tools	I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes Safely measure, mark out, cut, assemble and join with some accuracy I can safely measure, mark out, cut, assemble and join with some accuracy Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them	Create designs using exploded diagrams I can create designs using exploded diagrams Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them I can use my knowledge of techniques and the	Create prototypes to show his/her ideas I can create prototypes to show my ideas Make careful and precise measurements so that joins, holes and openings are in exactly the right place I can make careful and precise measurements so that joins, holes and openings are in exactly the right place Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques I can produce step by step plans to guide my making,	through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities I can apply my knowledge of
--	---	--	--	--	--	---

St Mary's Primary School, Oxted

Design & Technology Progression

	and those that I have made Build structures, exploring how they can be made stronger, stiffer and more stable I can build structures, exploring how they can be made stronger, stiffer and more stable Use wheels and axles in a product I can use wheels and axles in a product	I can safely measure, mark out, cut and shape materials and components using a range of tools Evaluate and assess existing products and those that he/she has made using a design criteria I can evaluate and assess existing products and those that I have made using a design criteria Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can investigate different techniques for stiffening a variety of materials and explore	Investigate and analyse existing products and those he/she has made, considering a wide range of factors I can investigate and analyse existing products and those I have made, considering a wide range of factors Strengthen frames using diagonal struts I can strengthen frames with diagonal struts Understand how mechanical systems such as levers and linkages or pneumatic systems create movement I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement	functional and aesthetic qualities of a wide range of materials to plan how to use them Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas I can apply techniques I have learnt to strengthen	demonstrating that I can apply my knowledge of different materials, tools and techniques Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work I can make detailed evaluations about existing products and my own considering the views of others to improve my work Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable I can build more complex 3D structures and apply	materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities Use technical knowledge accurate skills to problem solve during the making process I can use my technical knowledge and accurate skills to problem solve during the making process Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made I can use my knowledge of famous designs to further explain the effectiveness of
--	---	---	---	---	--	--

St Mary's Primary School, Oxted

Design & Technology Progression



		different methods of enabling structures to remain stable Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products I can explore and use mechanisms such as levers, sliders, wheels and axles in products		Understand and use electrical systems in products I can understand and use electrical systems in my products	my knowledge of strengthening techniques to make them stronger or more stable Understand how to use more complex mechanical and electrical systems I can understand how to use more complex mechanical and electrical systems	existing products and products I have made Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately Apply his/her understanding of computing to program, monitor and control his/her product I can apply my understanding of computing to program, monitor and control my products
--	--	---	--	---	--	--

St Mary's Primary School, Oxted

Design & Technology Progression



Confidently Me – Belonging Together – Challenged to Contribute