

Progression of skills: DESIGN AND TECHNOLOGY

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)
Exploring and developing ideas (ONGOING)	Record and explore ideas from first hand observation, experience and imagination.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and culture	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.

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Food	Group familiar food products e.g. fruit and vegetables Cut and chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet	Develop a food vocabulary using taste, smell, texture and feel Group familiar food products e.g. fruit and vegetables Cut and chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet Measure and weigh food items, using spoons, cups	Develop a food vocabulary using taste, smell, texture and feel Group familiar food products e.g. fruit and vegetables Cut, peel, grate, chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet Measure and weigh food items, non-statutory measures e.g. spoons, cups	Develop sensory vocabulary/knowledge using, smell, taste, texture and feel Analyse the taste, texture, smell and appearance of a range of foods Follow instructions Make healthy eating choices from and understanding of a balanced diet Work safely and hygienically Measure and weigh ingredients appropriately	Develop sensory vocabulary/knowledge using, smell, taste, texture and feel Analyse the taste, texture, smell and appearance of a range of foods Follow instructions Make healthy eating choices from and understanding of a balanced diet Join and combine a range of ingredients e.g. snack foods Work safely and hygienically Measure and weigh ingredients appropriately	Prepare food products taking into account the properties of ingredients and sensory characteristics Select and prepare foods for a particular purpose Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales Cut and shape ingredients using appropriate tools and equipment e.g. grating Join and combine food ingredients appropriately e.g. beating, rubbing in Decorate appropriately Show awareness of a healthy diet from an understanding of a balanced diet Work safely and hygienically

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Textiles	Colour fabrics using a range of techniques e.g. fabric paints, printing, painting	Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using glue, staples, tape Decorate fabrics with buttons, beads, sequins	Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons	Use appropriate decoration techniques (glued or simple stitches) Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some e.g. sew on buttons and make loops Create a simple pattern Understand the need for patterns	Understand seam allowance Use appropriate decoration techniques e.g. appliqué (glued or simple stitches) Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some e.g. sew on buttons and make loops Create a simple pattern Understand the need for patterns	Create 3D products using pattern pieces and seam allowance Understand pattern layout Decorate textiles appropriately often before joining components Pin and tack fabric pieces together Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision) Make quality products
Construction	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore building with construction blocks eg Duplo/Lego Explore shape and form.	Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Make vehicles with construction kits which contain free running wheels Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template Cut strip wood/dowel using hacksaw and bench hook See glue gun used by an adult	Make vehicles with construction kits which contain free running wheels Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels Attach wheels to a chassis using an axle Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template Cut strip wood/dowel using hacksaw and bench hook See glue gun used by an adult	Create shell or frame structures, strengthen frames with diagonal struts Make structures more stable by giving them a wide base Prototype frame and shell structures Use glue gun with close supervision (one to one)	Incorporate a circuit with a bulb or buzzer into a model Create shell or frame structures, strengthen frames with diagonal struts Make structures more stable by giving them a wide base Prototype frame and shell structures Measure and mark square selection, strip and dowel accordingly to 1cm Use glue gun with close supervision (one to one)	Use bradawl to mark hole positions Use hand drill to drill tight and loose fit holes Cut strip wood, dowel, square section wood accurately to 1mm Join materials using appropriate methods Incorporate motor and a switch into a model Control a model using an ICT control programme Use glue gun with close supervision

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Sheet Materials	Fold, tear and cut paper and card Cut along lines, straight and curved Curl paper	Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Curl paper Use hole punch Insert paper fasteners for card linkages	Fold, tear & cut paper/card Roll paper to create tubes Cut along lines, straight and curved Curl paper Use hole punch Insert paper fasteners for card linkages Create hinges Use simple pop ups Investigate strengthening sheet materials Investigate joinings temporary, fixed and moving	Cut slots Cut internal shapes Use and explore complex pop ups Create nets	Cut slots Cut internal shapes Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied. Use and explore complex pop ups Create nets	Cut slots Cut accurately and safely to a marked line Join and combining materials with temporary, fixed or moving joinings Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate Choose an appropriate sheet material for the purpose
Evaluation	Say what they like and do not like about items they have made and attempt to say why	Say what they like and do not like about items they have made and attempt to say why Talk about their designs as they develop and identify good and bad points Discuss how closely their finished products meet their design criteria	Say what they like and do not like about items they have made and attempt to say why Talk about their designs as they develop and identify good and bad points Talk about changes made during the making process Discuss how closely their finished products meet their design criteria	Identify the strengths and weaknesses of their design ideas Decide which design idea to develop Consider and explain how the finished product could be improved Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. Understand how key events and individuals in design and technology have helped shape the world	Identify the strengths and weaknesses of their design ideas Decide which design idea to develop Consider and explain how the finished product could be improved Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.	Use the design criteria to inform their decisions about ways to proceed Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved