

Progression of Skills	EYFS	Key Stage One	Key Stage Two
Design	<p>ELG: Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour design, texture form and function.</p> <p>ELG: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their exploration they find out and make decisions about how media and materials can be combined and changed.</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>
Make	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind.</p> <p>Selects appropriate resources.</p> <p>Selects tools and techniques needed to shape, assemble and</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>

	<p>join materials they are using.</p> <p>ELG: Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour design, texture form and function.</p>		
Evaluate	<p>Adapts work where necessary.</p> <p>Children talk about the ideas and ideas and processes which have led them to design products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>	<p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Evaluate</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Technical Knowledge	<p>Uses simple tools and techniques competently and appropriately.</p>	<p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
Cooking and Nutrition	<p>Eats a range of healthy foodstuffs and understands the need for variety in food.</p> <p>ELG: Children know about and can make healthy choices in relation to healthy eating.</p>	<p>Cooking and nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes ☑</p> <p>understand where food comes from</p>	<p>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Design							
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<ul style="list-style-type: none"> • Begin to draw on their own experience to help generate ideas and research conducted on criteria. • Begin to understand the development of existing products: Explain what they are for, how they work, what materials have been used. • Start to suggest ideas and explain what they are going to do. • Understand how to identify a target group for what they intend to design and make based on a design criteria. 	<ul style="list-style-type: none"> • Start to generate ideas by drawing on their own and other people's experiences. • Begin to develop their design ideas through discussion, observation, drawing and modelling. • Identify a purpose for what they intend to design and make. • Understand how to identify a target group for what they intend to design and make based on a design criteria. 	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<ul style="list-style-type: none"> • With growing confidence generate ideas for an item, considering its purpose and the user/s. • Start to order the main stages of making a product. • Identify a purpose and establish criteria for a successful product. • Understand how well products have been designed, made, what materials have been used and the construction technique. 	<ul style="list-style-type: none"> • Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. • When planning, consider the views of others (including intended users) to improve their work. • When planning, explain their choice of materials and components according to function and aesthetic. 	<ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • With growing confidence apply a range of finishing techniques, including those from art and design 	<ul style="list-style-type: none"> • Plan the order of their work, choosing appropriate materials, tools and techniques. • Use market research to inform plans • Follow and refine their initial plan if necessary

					<ul style="list-style-type: none"> • Produce a plan and explain it to others • Take account of the ideas of others when designing 		
Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	<ul style="list-style-type: none"> • Begin to develop their ideas through talk and simple drawings. • Make templates and mock ups of their ideas in card and paper or using ICT (if relevant) • Communicate with others about how they want to construct their product 	<ul style="list-style-type: none"> • Develop their ideas through talk and drawings and label parts. • Make templates and mock ups of their ideas in card and paper or using ICT (if relevant) • Begin to explain why they chose a certain material • Develop their own ideas from given starting points 	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> • Know to make drawings with labels when designing. • When planning, explain their choice of materials and components including function and aesthetics. • Put together a step-by-step plan which shows the order and also what equipment and tools they need 	<ul style="list-style-type: none"> • Confidently make labelled drawings from different views showing specific features. • Identify the strengths and areas for development in their ideas and products. • Suggest alternative methods of making, if the first attempts fail. • Consider how to present their product in an interesting way 	<ul style="list-style-type: none"> • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. • Draw up a specification for their design- link with Mathematics and Science. 	<ul style="list-style-type: none"> • Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. • Convincingly justify their plan to someone else • Show consideration to culture and society in a design • Explain how their product should be stored justifying with reasons

Make							
<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<ul style="list-style-type: none"> • Begin to make their design using appropriate techniques. • Select appropriate resources and tools for their building projects • With help measure, mark out, cut and shape a range of materials. • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore using tools e.g. scissors and a hole punch safely. • Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape 	<ul style="list-style-type: none"> • Begin to select tools and materials; use correct vocabulary to name and describe them. • Build structures, exploring how they can be made stronger, stiffer and more stable. • With help measure, cut and score with some accuracy. • Learn to use hand tools safely and appropriately. • Start to assemble, join and combine materials in order to make a product – e.g. a pop up card • Demonstrate how to cut, shape and join fabric to make a simple product. • Use basic sewing techniques. • Start to choose and use 	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<ul style="list-style-type: none"> • Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Start to work safely and accurately with a range of simple tools. 	<ul style="list-style-type: none"> • Select a wider range of tools and techniques for making their product safely. • Start to join and combine materials and components accurately in temporary and permanent ways. • Understand how to reinforce and strengthen a 3D framework. 	<ul style="list-style-type: none"> • Confidently select appropriate tools, materials, components and techniques and use them. • Use a variety of tools safely and accurately. • Assemble components to make working models. • With confidence pin, sew and stitch materials together to create a product. • Construct products using permanent joining techniques. 	<ul style="list-style-type: none"> • Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately and explain why they have chosen them. • Construct products using permanent joining techniques. • Use a wide variety of tools safely and accurately.

	<ul style="list-style-type: none"> • Begin to use simple finishing techniques to improve the appearance of their product. 	<p>appropriate finishing techniques based on own ideas.</p> <ul style="list-style-type: none"> • Be able to join things (materials/components) together in different ways 					
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<ul style="list-style-type: none"> • Begin to make their design using appropriate techniques. 	<ul style="list-style-type: none"> • Begin to make their design using appropriate techniques. • Select the best tools and materials 	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	<ul style="list-style-type: none"> • Make choices of material both for its appearance and qualities 	<ul style="list-style-type: none"> • Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> • Aim to make and to achieve a quality product. • Demonstrate when making modifications as they go along. 	<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate							
Explore and evaluate a range of existing products	<ul style="list-style-type: none"> • Explore similar finished products to inform planning. • Investigate materials used and their suitability for their own product. 	<ul style="list-style-type: none"> • Explore similar finished products to inform planning. • Investigate materials used and their suitability for their own product. • Look at tools and techniques used to inform their planning – are they affective? 	Investigate and analyse a range of existing products	<ul style="list-style-type: none"> • Investigate existing products to inform planning their own product. 	<ul style="list-style-type: none"> • Investigate a range of similar products to inform planning. Look at techniques used. 	<ul style="list-style-type: none"> • Investigate and analyse techniques and materials used to inform their own planning. 	<ul style="list-style-type: none"> • Investigate and analyse techniques, materials and tools used to inform their own planning.
Evaluate their ideas and products against design criteria	<ul style="list-style-type: none"> • Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). • When looking at existing products explain what they like and dislike about the Products and why. • Begin to evaluate their products as they are developed, identifying 	<ul style="list-style-type: none"> • Evaluate their work against their design criteria. • Look at a range of existing products explain what they like and dislike about Products and why. • Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time. 	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<ul style="list-style-type: none"> • Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose • Suggest some improvements and say what was good and not so good about their original design • Begin to disassemble and evaluate familiar products and consider the views 	<ul style="list-style-type: none"> • Evaluate their work both during and at the end of the assignment. • Evaluate their products carrying out appropriate tests. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate how the key designs of individuals in design and 	<ul style="list-style-type: none"> • Start to evaluate a product against the original design specification and by carrying out tests. • Evaluate their work both during and at the end of the assignment. • Begin to seek evaluation from others. • Evaluate how the key designs of individuals in design and technology have 	<ul style="list-style-type: none"> • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and

	strengths and possible changes they might make next time..	<ul style="list-style-type: none"> • With confidence talk about their ideas 		<p>of others to improve them.</p> <ul style="list-style-type: none"> • Begin to evaluate how the key designs of individuals in design and technology have helped shape the world. 	<p>technology have helped shape the world.</p> <ul style="list-style-type: none"> • Suggest some improvements and say what was good and not so good about their original design • Begin to explain how they can improve their original designs • Evaluate their product, thinking of both appearance and the way it works 	<p>helped shape the world.</p> <ul style="list-style-type: none"> • Evaluate appearance and function against original criteria 	<p>suggest ways that their product could be improved.</p> <ul style="list-style-type: none"> • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Test and evaluate their final product • Evaluate if their product meets all design criteria • Justify why they selected specific materials
Technical Knowledge							
Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore and talk about the characteristics of an increasing range of materials. 	Explore and talk about the characteristics of an increasing range of materials.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<ul style="list-style-type: none"> • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Try alternative ways of fixing something if the first attempt is not successful 	<ul style="list-style-type: none"> • Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> • Know how to reinforce and strengthen a 3D framework. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	<p>Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.</p> <ul style="list-style-type: none"> • Know how to reinforce and strengthen a 3D framework.

<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Use the senses to explore and talk about materials. 	<p>Explore and talk about the characteristics of an increasing range of materials. Talk about and describe key features of a range of products.</p>	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<ul style="list-style-type: none"> Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. 	<ul style="list-style-type: none"> Know how mechanical systems such as cams or pulleys or gears create movement. 	<ul style="list-style-type: none"> Understand how mechanical systems such as cams or pulleys or gears create movement. 	<p>Understand how mechanical systems such as cams or pulleys or gears create movement. ☐</p>
			<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<ul style="list-style-type: none"> Know how simple electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> Understand how more complex electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. 	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p>
			<p>Apply their understanding of computing to program, monitor and control their products.</p>	<ul style="list-style-type: none"> Start to understand that mechanical and electrical systems have an input, process and output. 	<ul style="list-style-type: none"> Continue to learn how to program a computer to monitor changes in the environment and control their products. 	<p>Understand that mechanical and electrical systems have an input process and output. Begin to measure and mark out more accurately.</p>	<p>Exploit the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision.</p>

Cooking and nutrition

<p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<ul style="list-style-type: none"> • Start to understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') • Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!) • Know how to prepare simple dishes safely and hygienically, without using a heat source. • Know how to use techniques such as cutting, peeling and grating. • Measure and weigh food items using non-standard measures (e.g. spoons and cups) 	<ul style="list-style-type: none"> • Demonstrate how to use techniques such as cutting, peeling and grating • Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!) • Recognise the need for a variety of food in a diet • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Make dishes from other countries (if relevant to learning theme) 	<p>Understand and apply the principles of a healthy and varied diet</p>	<ul style="list-style-type: none"> • Know how a healthy diet is made up from a variety and balance of different food and drink • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body (and begin to distinguish healthy high energy foods) 	<ul style="list-style-type: none"> • Explain why a healthy diet is important • Know that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods) 	<ul style="list-style-type: none"> • Evaluate a meal and consider if they contribute towards a balanced diet • Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health 	<ul style="list-style-type: none"> • Know different food and drink contain different substances (nutrients, water and fibre) that are needed for health • Plan a healthy and affordable diet
<p>Understand where food comes from</p>	<ul style="list-style-type: none"> • Begin to understand that 	<ul style="list-style-type: none"> • Understand that all food comes 	<p>Prepare and cook a variety of</p>	<ul style="list-style-type: none"> • Understand how to prepare and 	<ul style="list-style-type: none"> • Understand how to prepare and 	<ul style="list-style-type: none"> • Know how to prepare and cook 	<ul style="list-style-type: none"> • Know how to prepare and cook

	<p>all food comes from plants or animals.</p> <ul style="list-style-type: none"> • Explore common food sources (e.g. from food or animals) 	<p>from plants or animals.</p> <ul style="list-style-type: none"> • Develop understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries. • Understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') 	<p>predominantly savoury dishes using a range of cooking techniques</p>	<p>cook a variety of dishes including experience of using a heat source.</p> <ul style="list-style-type: none"> • Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>cook a variety of predominantly savoury dishes including experience of using a heat source.</p> <ul style="list-style-type: none"> • Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Measure and weigh ingredients appropriately • Understand what to do to be hygienic and safe 	<p>a variety of predominantly savoury dishes including the use of a heat source</p> <ul style="list-style-type: none"> • Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Describe what to do to be hygienic and safe • Use appropriate tools and equipment, weighing and measuring with scales. 	<p>a variety of predominantly savoury dishes safely and hygienically including the use of a heat source</p> <ul style="list-style-type: none"> • Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Use appropriate tools and equipment, weighing and measuring with scales.
			<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<ul style="list-style-type: none"> • Be able to identify foods which come from the UK and other countries in the world • Start to know that food is grown (such as tomatoes, wheat and 	<ul style="list-style-type: none"> • Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe 	<ul style="list-style-type: none"> • Begin to understand that seasons may affect the food available. • Explain what times of year particular foods are eaten in 	<ul style="list-style-type: none"> • Understand that seasons may affect the food available. • Explain how ingredients were grown, reared and caught. • Explain how food is processed

				potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.	and the wider world.	<ul style="list-style-type: none">• Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.• Understand how food is processed into ingredients that can be eaten or used in cooking.	into ingredients that can be eaten or used in cooking.
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