

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas <i>(Think like a designer)</i>	Make comments about what they have heard and ask questions to clarify their understanding.	Begin to draw on their own experience to help generate ideas and products they would like to create	Start to generate ideas by drawing on their own and other people's experiences.	With growing confidence, generate ideas for an item, considering its purpose and the user/s.	Generate ideas, considering the purposes, and user/s, for which they are designing.	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional, diagrams and prototypes.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.
	Begin to show accuracy and care when drawing.		Make templates and mock ups of their ideas in card and paper.	Know to make drawings with labels when designing.	Confidently make labelled drawings from different views showing specific features.		
	Offer explanations for why things might happen, making use of recently introduced vocabulary from books when appropriate.	Begin to understand the development of existing products: What they are for, how they work, materials used.	Begin to develop their design ideas through discussion, observation, drawing and modelling.	Generate ideas of what has to be done, planning how to use materials and equipment.	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes	Begin to use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose.	Continue to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
				Start to order the main stages of making a product.	Order the main stages of making a product using appropriate techniques.	Plan the order of their work, choosing appropriate materials, tools and techniques.	Confidently plan the order of their work, choosing appropriate materials, tools, and techniques.
				When planning begin to explain their choice of materials and components including function and aesthetics	When planning, explain their choice of materials and components including function and aesthetics	Begin to select construction materials, tools and techniques according to functional properties and aesthetic qualities	Select construction materials, tools and techniques according to functional properties and aesthetic qualities

Design & Technology Skills Progression 2024

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Working with tools, equipment, materials and components to make quality products <i>(Think like an Engineer)</i>	Use a range of small tools, including scissors, paint brushes and cutlery. (Rocket building, recycled materials week, continuous provision woodworking)	Explore a range of tools	Learn to use tools safely and appropriately.	Select a wider range of tools and techniques for making their product	Select a wider range of tools and techniques for making their product safely	Select appropriate materials, tools and techniques, using equipment safely and accurately with growing confidence	Confidently select appropriate tools, materials, components and techniques, using equipment safely and accurately.
				Begin to measure and mark out more accurately.	Measure, mark out, cut, and assemble components with more accuracy.	Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	Assemble components to make working models.
			Build structures, exploring how they can be made stronger, stiffer and more stable.	Apply understanding of how to strengthen structures		Understand how to stiffen, reinforce and strengthen more complex structures.	
			Explore and use mechanisms in their products (levers, wheels, axles)			Understand how mechanical systems such as cams or pulleys or gears create movement.	
							Understand and use electrical systems in products
		Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.	Start to measure, tape or pin, cut and join fabric with some accuracy. <i>(Textiles)</i>		Sew using a range of different stitches, to weave and knit.		
						Begin to develop understanding of computing to program, control their products.	Apply their understanding of computing to program, monitor and control their products.

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Evaluating finished product, saying likes and dislikes and suggesting improvements to be made	Express their ideas and feelings about their experiences using full sentences.	Explore a range of exiting products.	Explore and evaluate a range of exiting products.	Investigate (ask questions about) a range of existing products.	Investigate (ask questions about) a range of existing products.	Investigate and analyse a range of existing products.	Investigate and analyse a range of existing products.
				Explore the key designs and how they have helped shape existing products.			Confidently evaluate the key designs of individuals in design and technology and how they have helped shape the world.
(Think like a product controller)	Share their creations, explaining the process they have used.	Talk about their ideas, saying what they like and dislike about them.	Evaluate their work against their design criteria.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose	Evaluate their products against original design criteria, taking on feedback from peers.	Evaluate their products against original design criteria, taking on critical feedback from peers.	Evaluate their products (against original design) identifying strengths and areas for development, taking on critical feedback from peers.

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Food and Nutrition <i>(Think like a Dietician/Chef)</i>		Understand that all food comes from plants or animals.					
		Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. (vegetables)			Understand that food is grown, reared, and caught. (Romans)	Explain 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 that food is processed into ingredients that can be eaten or used in cooking.		Understand how food is processed into ingredients that can be eaten or used in cooking.	
		Begin to know that seasons may affect the food available.				Understand that seasons may affect the food available.	
		<i>Use the basic principals of a healthy and varied diet to prepare dishes.</i>		Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'		Understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'	
	Manage their own basic hygiene and personal needs, understanding the importance of healthy food choices. (fruit kebabs)			Understand how to prepare variety of healthy dishes safely and hygienically for a purpose.			Know how to prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source.
		Know how to use techniques such as cutting, peeling and grating.		Begin to understand how to use a range of techniques such as peeling, chopping, slicing and spreading.			Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking for a purpose.