



Read St John's CE DT Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<ul style="list-style-type: none"> Beginning to use drawing and labels to plan their designs and resources needed. 	<ul style="list-style-type: none"> Use pictures and words to convey what they want to design/make. Explore ideas by rearranging materials. Select pictures to help develop ideas. Use mock-ups e.g. recycled material trial models to try out their ideas. 	<ul style="list-style-type: none"> Propose more than one idea for their product. Use ICT to communicate ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. 	<ul style="list-style-type: none"> Develop more than one design or adaptation of an initial design. Plan a sequence of actions to make a product. Think ahead about the order of their work and decide upon tools and materials. Propose realistic suggestions as to how they can achieve their design ideas. 	<ul style="list-style-type: none"> Record the plan by drawing using annotated sketches. Use prototypes to develop and share ideas. Consider aesthetic qualities of materials chosen. Use CAD where appropriate. 	<ul style="list-style-type: none"> Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Sketch and model alternative ideas. Decide which design idea to develop 	<ul style="list-style-type: none"> Plan the sequence of work. Devise step by step plans which can be read/followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas.
Make	<ul style="list-style-type: none"> Select resources from a range of materials to create their design 	<ul style="list-style-type: none"> Select materials from a limited range. Explain what they are making. Name the tools they are using. 	<ul style="list-style-type: none"> Discuss their work as it progresses. Select and name the tools needed to work the materials. Explain which materials they are using and why 	<ul style="list-style-type: none"> Select from a range of tools for cutting, shaping, joining and finishing. Use tools with accuracy. Select from materials according to their functional properties. Use appropriate finishing techniques. 	<ul style="list-style-type: none"> Prepare pattern pieces as templates for their design. Select from techniques for different parts of the process. 	<ul style="list-style-type: none"> Develop one idea in depth. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. 	<ul style="list-style-type: none"> Make prototypes. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Refine their product – review and rework/improve.
Evaluate	<ul style="list-style-type: none"> Review whether their creation meets their expectations and discuss how it could be improved next time. 	<ul style="list-style-type: none"> Explore existing products and investigate how they have been made (including teacher-made examples). Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why. 	<ul style="list-style-type: none"> Decide how existing products do/do not achieve their purpose. Discuss how closely their finished product meets their own design criteria. 	<ul style="list-style-type: none"> Investigate similar products to the one to be made to give starting points for a design. Research needs of user. Decide which design idea to develop. Consider and explain how the finished product could be improved. Discuss how well the finished product meets the user's design criteria Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Draw/sketch existing products in order to analyse and understand how products are made. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Consider and explain how the finished product could be improved. Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Research and evaluate existing products. Consider user and purpose. Consider and explain how the finished product could be improved related to design criteria. Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Identify the strengths and weaknesses of their design ideas. Report using correct technical vocabulary. Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. Understand how key people have influenced design in a variety of contexts. Investigate key events and individuals in design and technology

Technical Knowledge(Select as appropriate to the focus of the design and technology focuses in the year group)	<ul style="list-style-type: none"> Join materials in a variety of ways. Use templates to create shapes. 	<ul style="list-style-type: none"> Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle. Know some different ways of making things move in a 2-D plane. 	<ul style="list-style-type: none"> Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle. Know some different ways of making things move in a 2-D plane. 	<ul style="list-style-type: none"> Use an increasingly appropriate technical vocabulary for tools materials and their properties. Understand seam allowance. Prototype a product. Sew on buttons and make loops. Strengthen frames with diagonal struts. Measure and mark square section, strip and dowel accurately to 1cm. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products. Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> Use an increasingly appropriate technical vocabulary for tools materials and their properties. Understand seam allowance. Prototype a product. Sew on buttons and make loops. Strengthen frames with diagonal struts. Measure and mark square section, strip and dowel accurately to 1cm. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products. Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3=D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT. 	<ul style="list-style-type: none"> Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3=D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT.
Cooking and nutrition.	<ul style="list-style-type: none"> Know some food groups. Chop a range of soft ingredients. Practice basic hygiene safety. Understand a varied diet. 	<ul style="list-style-type: none"> Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients. Work safely and hygienically. Know about the need for a variety of foods in a diet. 	<ul style="list-style-type: none"> Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Know about the Eatwell Plate. Understand where food comes from. 	<ul style="list-style-type: none"> Follow instructions/recipes. Join and combine a range of ingredients. Begin to understand the food groups on the Eatwell Plate. 	<ul style="list-style-type: none"> Make healthy eating choices –use the Eatwell plate. Understand seasonality. Know where and how ingredients are reared and caught. Prepare and cook using different cooking techniques. 	<ul style="list-style-type: none"> Join and combine a widening range of ingredients. Select and prepare foods for a particular purpose. Know where and how ingredients are grown and processed. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Choose ingredients to support healthy eating choices when designing their food products. Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.