Progression in Design Technology EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research	• Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts	• Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing	• Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs	• Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas	• Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc-food)	• Select tools and equipment independently • Make their design using appropriate techniques	• Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools *eg scissors and a hole punch* safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic	• Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Follow safe procedures for food safety and hygiene	• Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage	• Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques	• Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* • Cut and join with accuracy to ensure a good-quality finish to the product	• Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product

		practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product	• Choose and use appropriate finishing techniques	• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT			
Evaluating processes and products	• Evaluate their product by discussing how well it works in relation to the purpose • Talk about how they could improve it.	• Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it	• Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them	• Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* • Disassemble and evaluate familiar products	• Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	• Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	•Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved

Cooking and Nutrition		**Y1 & Y2: pupils should know:** • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught	**Across KS2 pupils should know:** • that a recipe can be adapted a by adding or substituting one or more ingredients • 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.
Where food comes from			**Y3 & Y4: pupils should also know:** • that all food comes from plants or animals • that food has to be *farmed, grown* elsewhere (e.g. home) or *caught* / **Y5 & Y6: pupils should also know:** • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition		**Y1 & Y2: pupils should know:** • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating	**Across KS2 pupils should know:** • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

			Y3 & Y4: pupils should also know: • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body	**Y5 & Y6: pupils should also know:** • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health