



Mere Brow CE Primary School

DT Skills Progression Map - Early Years Foundation Stage to Year 6

EYFS	KS1	KS2
<p>KUW</p> <p>Technology</p> <ul style="list-style-type: none"> To recognise a range of technology is used in places such as homes and schools. Select and use technology for a particular purpose <p>Expressive arts and Design</p> <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Being imaginative</p> <ul style="list-style-type: none"> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology. <p>Physical Development</p> <p>Health and self-care</p> <ul style="list-style-type: none"> Understand the importance of a healthy diet. <p>Talk about ways to keep healthy and safe.</p>	<p>Design:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes <p>understand where food comes from.</p>	<p>Design</p> <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	Explain what they are making and which materials they are using.	Begin to draw on their own experience to help generate ideas and research conducted on criteria.	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.	Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.
	Select materials from a limited range that will meet a simple design criteria e.g. shiny.	Begin to understand the development of existing products:	Begin to develop their design ideas through discussion, observation, drawing and modelling.	Start to order the main stages of making a product.	Confidently make labelled drawings from different views showing specific features.	Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Select and name the tools needed to work the materials e.g. scissors for paper.	Explain what they are for, how they work, what materials have been used.	Identify a purpose for what they intend to design and make.	Identify a purpose and establish criteria for a successful product.	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.	With growing confidence apply a range of finishing techniques, including those from art and design.	Accurately apply a range of finishing techniques, including those from art and design.
	Explore ideas by rearranging materials.	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	Understand how well products have been designed, made, what	Identify the strengths and	Draw up a specification for	Draw up a specification for



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			make based on a design criteria.	materials have been used and the construction technique.	areas for development in their ideas and products.	their design- link with Mathematics and Science.	their design- link with Mathematics and Science.
Developing, planning and communicating ideas	Describe simple models or drawings of ideas and intentions.	Understand how to identify a target group for what they intend to design and make based on a design criteria.	Develop their ideas through talk and drawings and label parts.	Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	When planning, consider the views of others (including intended users) to improve their work.	Use results of investigations, information sources, including ICT when developing design ideas.	Plan the order of their work, choosing appropriate materials, tools and techniques.
	Discuss their work as it progresses.	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)	Start to understand whether products can be recycled or reused.	Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	With growing confidence select appropriate materials, tools and techniques.	Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products.
		Make templates and mock ups of their ideas in card and paper or using ICT (if relevant).	Begin to explain why Develop their own ideas from given starting points	Know to make drawings with labels when designing.	When planning explain their choice of materials and components according to function and aesthetic.	Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.	Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.
		Communicate with others about how they want to construct their product		When planning explain their choice of materials and components including function and aesthetics.	Take account of the ideas of others when designing. Produce a plan and explain it to others.	Produce a range of ideas after collecting information.	Use market research to inform plans.



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Developing, planning and communicating ideas		Explain how they intend to fix simple materials.					
				Put together a step-by-step plan which shows the order and also what equipment and tools they need.	Consider how to present their product in an interesting way.	Produce a detailed step-by step plan.	Follow and refine their initial plan if necessary Convincingly justify their plan to someone else.
						Suggest some alternative plans and say what the good points and drawbacks are about each.	Show consideration to culture and society in a Design.
						Explain how their product will appeal to the audience.	Explain how their product should be stored justifying with reasons Suggest ideas about how their product could be sold. Work within a given budget



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Working with tools, equipment, materials and components to make quality products	Begin to create their design using basic techniques.	Begin to make their design using appropriate techniques.	Begin to select tools and materials; use correct vocabulary to name and describe them.	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.	Select a wider range of tools and techniques for making their product safely.	Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.	Confidently select appropriate tools, materials, components and techniques and use them.
	Start to build structures, joining components together.	Begin to build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can be made stronger, stiffer and more stable.	Explain their choice of tools and equipment in relation to the skills and techniques they will be using.	Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	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.	Use tools safely and accurately.
	Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	With help measure, cut and score with some accuracy.	Start to understand that mechanical and electrical systems have an input, process and output.	Start to join and combine materials and components accurately in temporary and permanent ways.	Understand how mechanical systems such as cams or pulleys or gears create movement.	Assemble components to make working models.
	Begin to use scissors to cut straight and curved edges	Identify and talk about	Learn to use hand tools safely and appropriately.	Start to understand that mechanical systems such as	Know how mechanical systems such as cams or	Know how more complex electrical circuits and	Aim to make and to achieve a quality product.



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	and hole punches to punch holes.	products which use electricity to make them work		levers and linkages or pneumatic systems create movement.	pulleys or gears create movement.	components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.	
Working with tools, equipment, materials and components to make	Explore using/ holding basic tools such as a hammer.	With help measure, mark out, cut and shape a range of materials.	Start to assemble, join and combine materials in order to make a product – e.g. a pop up card.	Know how simple electrical circuits and components can be used to create functional products.	Understand how more complex electrical circuits and components can be used to create functional products.	Understand that mechanical and electrical systems have an input, process and output.	With confidence pin, sew and stitch materials together to create a product.
	Use adhesives to join material.	Explore using tools e.g. scissors and a hole punch safely.	Demonstrate how to cut, shape and join fabric to make a simple product.	Measure, mark out, cut, score and assemble components with more accuracy.	Continue to learn how to program a computer to monitor changes in the environment and control their products.	Begin to measure and mark out more accurately.	Demonstrate when to make modifications as they go along.
		Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.	Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas.	Start to work safely and accurately with a range of simple tools.	Understand how to reinforce and strengthen a 3D framework.	Demonstrate how to use skills in using different tools and equipment safely and accurately	Construct products using permanent joining techniques.



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Working with tools, equipment, materials and components to make quality products		Begin to use simple finishing techniques to improve the appearance of their product. Make a product which moves.	Select the best tools and materials Be able to join things (materials/ components) together in different ways	Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.	Now sew using a range of different stitches, to weave and knit.	With growing confidence cut and join with accuracy to ensure a good-quality finish to the product	Understand how mechanical systems such as cams or pulleys or gears create movement.
		Attempt to make their model stronger if it needs to be.	Measure materials to use in a model or structure.	Start to measure, tape or pin, cut and join fabric with some accuracy.	Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.	Weigh and measure accurately (time, dry ingredients, and liquids).	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.
		Select appropriate resources and tools for their building projects.	Create working circuits to light a bulb or work a buzzer.	Use equipment safely.	Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	Know how to reinforce and strengthen a 3D framework.
			Attach features to a vehicle (e.g.	Attempt to make sure that their product looks attractive.	Measure carefully and show initiative to check so as not to	Use a range of tools and equipment expertly.	



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Working with tools, equipment, materials and components to make quality products			<p>an axel and wheels) Join fabric using a running stitch, glue and tape.</p>		make mistakes		
				Make choices of material both for its appearance and qualities.	Persevere with their product even though their original idea might not have worked	Make up a prototype first	Understand that mechanical and electrical systems have an input, process and output.
				Select the most appropriate tools and techniques to use for a given task.	Use pulleys, levers and linkages in their product	Measurement accurately to ensure that everything is precise.	Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.
				Make a product which uses both electrical and mechanical Components.	Build a model which incorporates a motor	Demonstrate motivation/perseverance to refine and improve their products.	Combine fabric to make a high quality product for a purpose.
				Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut.	Use a glue gun with close supervision (one to one)	Create a 3D product using a range of materials and sewing techniques.	Use a craft knife, cutting mat and safety ruler with close supervision (one to one).
				Try alternative ways of fixing something if the first attempt is not successful.	Create a more complex pop up (e.g. card)	Use a glue gun with close Supervision.	Make decisions and select the most appropriate mechanical system for a particular purpose.



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Working with tools, equipment, materials and components to make quality products				Join fabrics using a running stitch.	Use a simple pattern to create a life-sized item of clothing	Incorporate switches to turn on and off into models made	
				Create and use simple gears, pulleys, cams, levers and linkages.			
				Build models incorporating circuits with buzzers and bulbs.			



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Evaluating processes and products	Say what they like and do not like about items they have made and attempt to say why.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).	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 work both during and at the end of the assignment.	Start to evaluate a product against the original design specification and by carrying out tests.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.
	Begin to talk about their designs as they develop and identify good and bad points.	When looking at existing products explain what they like and dislike about the products and why.	Look at a range of existing products explain what they like and dislike about products and why.	Suggest some improvements and say what was good and not so good about their original design.	Evaluate their products carrying out appropriate tests.	Evaluate their work both during and at the end of the assignment.	Evaluate their work both during and at the end of the assignment.
	Start to talk about changes made during the making process.	Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.	Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time.	Begin to disassemble and evaluate familiar products and consider the views of others to improve them.	Be able to disassemble and evaluate familiar products and consider the views of others to improve them.	Begin to seek evaluation from others.	Record their evaluations using drawings with labels.
	Discuss how closely their finished products meet their design criteria.		With confidence talk about their Ideas.	Begin to evaluate how the key designs of individuals in design and technology have helped shape the world.	Evaluate how the key designs of individuals in design and technology have helped shape the world.	Evaluate how the key designs of individuals in design and technology have helped shape the world.	Evaluate against their original criteria and suggest ways that their product could be improved.



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Evaluating processes and products					Suggest some improvements and say what was good and not so good about their original design	Evaluate appearance and function against original criteria	Evaluate how the key designs of individuals in design and technology have helped shape the world.
					Begin to explain how they can improve their original designs		Test and evaluate their final product.
					Evaluate their product, thinking of both appearance and the way it works		Evaluate if their product meets all design criteria. Justify why they selected specific materials.



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Food and Nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel.	Begin to understand that all food comes from plants or animals.	Understand that all food comes from plants or animals.	Start to know 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 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 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.	Explain how ingredients were grown, reared and caught.
	Explore familiar food products e.g. fruit and vegetables.	Explore common food sources (e.g. from food or animals).	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 prepare and cook a variety of dishes including experience of using a heat source.	Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source.	Begin to understand that seasons may affect the food available.	Understand that seasons may affect the food available.
	Stir, spread, knead and shape a range of food and ingredients.	Start to understand how to name and sort foods into the five groups in (the 'The Eat well plate').	Understand how to name and sort foods into the five groups in ('The Eat well plate').	Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Understand how food is processed into ingredients that can be eaten or used in cooking.	Explain how food is processed into ingredients that can be eaten or used in cooking.
	Begin to work safely and hygienically.	Know that everyone should eat at least five portions of fruit	Know that everyone should eat at least five portions of fruit and vegetables every day (check	Know how a healthy diet is made up from a variety and balance of different food and drink.	Measure and weigh ingredients appropriately	Know how to prepare and cook a variety of predominantly savoury	Know how to prepare and cook a variety of



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		and vegetables every day (check current guidelines!)	current guidelines!)			dishes including the use of a heat source.	predominantly savoury dishes safely and hygienically including the use of a heat source.
Food and Nutrition	Start to think about the need for a variety of foods in a diet.	Know how to prepare simple dishes safely and hygienically, without using a heat source.	Recognise the need for a variety of food in a diet.	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).	Explain why a healthy diet is important	Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
	Measure and weigh food items, non-statutory measures e.g. spoons, cups.	Know how to use techniques such as cutting, peeling and grating.	Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.	Be able to identify foods which come from the UK and other countries in the world	Know that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods)	Evaluate a meal and consider if they contribute towards a balanced diet.	Know different food and drink contain different substances (nutrients, water and fibre) that are needed for health.



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		<p>Measure and weigh food items using non-standard measures (e.g. spoons and cups)</p>	<p>Demonstrate how to use techniques such as cutting, peeling and grating. Make dishes from other countries (if relevant to learning theme)</p>		<p>Understand what to do to be hygienic and safe</p>	<p>Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health</p>	<p>Use appropriate tools and equipment, weighing and measuring with scales. Plan a healthy and affordable diet</p>
<p>Food and Nutrition</p>					<p>Become familiar with some of the processes that foods go through to preserve them/make them more appealing</p>	<p>Explain what times of year particular foods are eaten in.</p>	
						<p>Describe what to do to be hygienic and safe.</p>	
						<p>Use appropriate tools and equipment, weighing and measuring with scales.</p>	