

## Skills Progression Grid: Design and Technology

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Technical Knowledge</b>	I can explore materials and begin to talk about differences between their properties.	I can talk about different materials and describe their properties	I can explain why I have used certain materials	I can explain that materials have both functional properties and aesthetic qualities.	I can make my structure stronger by adding or changing materials	I know that a 3D textiles product can be made from a combination of shapes and types of materials	I know how to strengthen and reinforce a 3D structure I have designed.
	I can build simple models using moving parts (e.g. lego cars with wheels)	I can add a simple mechanism to my product and explain the effect it has	I can understand the movement of simple mechanisms such as levers, sliders, wheels and axels	I can explore further the movement of more complex mechanisms such as levers, sliders, wheels and axels	I can use learning from science to help design and make products (e.g. sound)	I can use learning from mathematics to help design and make products (e.g. nets)	I know how mechanical systems such as levers, linkages, cams and pulleys create movement
	I can model make with different materials	I can model make with a variety of different materials	I can model my ideas by exploring with a variety of materials, other products and explore its function	I can design and describe the purpose of my products	I can explore instrument design and designers.	I can explore style, fashion and designers	I can explore manufacturers and ground breaking products.
			I can explain that mechanical and electrical systems have an input, process and output	I can explain how simple electrical circuits and components can be used to create functional products	I can programme a computer to control their products	I can explain how more complex electrical circuits and components can be used to create functional products	
<b>Design</b>	I can talk about an item I have made/modelled	I can describe the features of the product I am designing and making  I can describe who will use my product and what it will be used for	I can discuss why the features of my product are suitable for the user  I can use a design plan to help create my product	I can explain how design features of my product will work  I can create a design plan to help make my product	I can discuss how my product features will be appealing to the user  I can consider the views of others as I create my product	I can design innovative, functional and appealing products aimed at a particular group	I can carry out research, consider a user's opinion and adapt my design accordingly
	I can represent my own ideas through design and technology	I can generate and develop my ideas by talking and drawing	I can develop and communicate my ideas using my own experience and knowledge.	I can develop my ideas using prototypes and pattern pieces	I can use annotated sketches and drawings to communicate my ideas and help explain how parts of my product will work.	I can make prototypes and then make design decisions based on constraints such as time, cost and resources.	
<b>Make</b>	I can change the shape of some materials e.g. by cutting, tearing, folding.	I can mark, cut and shape materials	I can assemble, join and combine materials to make a simple design form.	I can measure, mark out, cut and shape materials and components with some accuracy and assemble, join and combine materials.	I can use a wider range of finishing techniques including those from art and textiles projects (e.g. sewing)	I can use a wide range of techniques that involve a number of steps to accurately assemble, join and combine materials.	I can choose which technique to apply to my design based on which is the most appropriate to the product being created.
	I can safely use and explore a variety of materials, tools and techniques	I can explore a variety of materials, tools and techniques.	I can select safely from a range of tools and equipment and begin to explain my choices.	I can select from, and use, a wider range of materials and components while following safety procedures.	I can select materials and components explaining my choices according to functional and aesthetic properties.	I can choose and use appropriate tools and materials and explain why these are being used including following health and safety procedures.	I can list the tools and materials I need to create my product and write a step-by-step guide for making it including health and safety procedures.

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<b>Evaluate</b>	I can say what is good about my work.	I can say something about my work that I think is good	I can think of something about my work that I could improve	I can identify strengths and areas for development in my product.	I can begin to evaluate the quality of design and manufacture	I can evaluate the quality of design, manufacture.	I can hold feedback sessions in order to develop my designs and products
	I can talk about what I have made, explaining the individual features	I can talk about my design and explain how I have made it.	I can talk about my product and say why it is effective.	I can use the design criteria to evaluate my product.	I can assess if my product meets the design brief.	I can identify strengths and areas for development in my product.	I can identify strengths and areas for development in my product.
	I can recognise different products and explain what they are.	I can look at current products and recognise what they are for, how they work	I can discuss the materials used for existing products and recognise why use them.	I can evaluate my product and suggest ways to improve it	I can evaluate if my product is fit for purpose based on a design criteria.	I can evaluate if my product is fit for purpose creating my own success criteria	I can positively, constructively evaluate other pupils work
<b>Healthy Eating</b> <i>(Learning Objectives covered within 'Being Healthy Outside the Classroom' Curriculum)</i>	I can identify different foods	I can explore different types of food (fruits and vegetables, tastes and textures)	I can say if food comes from a plant or an animal.	I can explore influential chefs	I can discuss how the appearance, taste, texture and aroma of food can impact the consumer.	I can explain how seasonality affects food production in the UK	I can describe how food is processed into ingredients that can be eaten or used in cooking
	I can use basic chopping, cutting and spreading techniques.	I can use a basic range of utensils when handling and preparing food	I can use techniques such as pouring, stirring, mixing and, kneading	I can use techniques such as chopping, peeling, slicing and grating while following health and safety procedures.	I can select a recipe based on its nutritional value and follow instructions using preparation techniques to make a healthy meal.	I can make a food product that use ingredients appropriate for the season	I can adapt a recipe to my own preferences and evaluate the product according to the appearance, taste, texture and aroma.
	I can prepare different food items	I can prepare simple dishes safely without using a heat sources	I can prepare simple dishes safely without using a heat sources	I can prepare and cook a variety of predominantly savoury dishes including, where appropriate, the use of a heat source.	I can prepare and cook a variety of predominantly savoury dishes including, where appropriate, the use of a heat source.	I can prepare and cook a variety of predominantly savoury dishes including, where appropriate, the use of a heat source.	I can prepare and cook a variety of predominantly savoury dishes including, where appropriate, the use of a heat source.
	I can wash my hands before handling and preparing food	I can begin to appreciate the need for safety with some tools and equipment	I can follow basic food hygiene and safety rules when handling produce e.g. washing hands and food, safety with tools	I can follow health and safety rules when handling food e.g. washing hands and food, safety with tools	I can follow health and safety rules when handling food e.g. washing hands, surfaces, safety rules for equipment and explain why it is important.	I can follow health and safety rules when handling food and understand the dangers of bacteria and describe methods to stop the spread of impactful bacteria.	I can follow health and safety rules when handling food and understand the dangers of bacteria and describe methods to stop the spread of impactful bacteria.
	I can recognise foods that are good or bad for me	I can explain why everyone should eat 5 portions of fruit and vegetables a day.	I can sort food into the 5 major groups	I can design a 'healthy plate' that reflects a balanced diet	I can explain how food and drink are needed to provide energy for the body.	I know the difference between food that is grown, reared, caught (including understanding a healthy diet is made up of variety and balance)	I can explain that different foods contain certain substances (nutrients, water, and fibre) that are required for a healthy diet.