Design and Technology Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I can construct with a purpose in mind, using a variety of resources.	Through discussion, I can generate ideas for a design I can design a product which appealing for myself and others based on my own design criteria I can label a drawing and explain a simple plan I can describe how my design will work	I can use the internet to help me gather ideas for a design I can think of an idea and plan what to do. I can explain the need for a product and what it needs to do. I can explain why I have chosen certain materials	I can consider the design criteria and create a design brief for a product. I can make a step by step plan to build a product.	I can use the ideas of experts and existing designs to help design my own product. I can create a detailed plan for my product and explain it I can create a cross sectional drawing of my design. I can use given shapes on a computer program to create a design.	I can gather ideas through a range of research methods. I can produce design specification I can design a product which appeals to a set individual or group of people	I can identify the needs and wants and preferences of a market I can use market research to inform my design planning I can justify my plans and ideas. I can use a computer design program to communicate my ideas
Evaluate	I can manipulate materials to achieve a planned effect	I can explain if a product was successful. I can ask other people what they think of my model. I can say what I like or do not like about a product	I can make simple adjustments and say what went well and what didn't. I can say whether a product fulfilled the design criteria. I can suggest how products can be improved.	I can identify the strengths and weaknesses of ideas. I can evaluate existing products to see what works better than others. I can name some well known designers and inventors	I can consider the views of others, including the intended users to improve the work. I can evaluate my design and suggest improvements. I can evaluate a product for purpose and appearance. I can discuss the work of some well known	I can critically evaluate the quality of a design, its manufacture and if it fulfils the design brief. I can collect feedback from others to find out how to improve my product	I can compare ideas to an original design brief. I can investigate cost, innovation and sustainability. I can test and fully evaluate the product against clear design criteria. I can make refinements to

					designers and inventors		current products, or one that I have created. I can explore the impact of well known designers and inventors and how their products helped to shape the world.
Make: *Textiles*	I am beginning to be interested in, and can describe the texture of things. I can experiment to create different textures	I can decorate textiles using buttons, beads, sequins, braids & ribbons.	I can join fabrics using staples and a running stitch	I can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch	I can choose the most appropriate joining technique to add a decoration to a piece of fabric I can use given sewing patterns or printing blocks to add detail to my designs.		I can use appliqué to decorate by gluing, and stitching. I can create my own simple sewing pattern or printing block to use in my design.
Make: *Structures* *(Woodwork /* *Modelling)* *Cutting*	I can use various construction materials. I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. I can join construction pieces together to build and balance I realise tools can be used for a purpose I can use simple tools and techniques	I can decide which materials are suitable for a structure I can build a structure and explore how it can be made stronger or more stable I can select tools for a purpose I can select a range of components and materials. I can cut along straight lines, curved lines and shapes marked out by a template.	I can explore different ways of fixing materials. I can use the correct way to assemble my structure to make it more stable I can join materials in different ways. I can measure materials I can mark, measure and make templates I can independently cut wood/dowelling using a hacksaw and bench hook I can roll, fold, tear and cut paper and card.	I can work accurately to measure, make cuts and make holes. I can select tools and equipment suitable to the task. I can create a shell or frame structure, strengthening with diagonal struts I can cut slots.	I can create simple joins with wood. e.g. Butt joint, dowel joint. I can use a bradawl to mark hole positions I can use a hand drill to make tight holes and loose holes.	I know that materials have functional and aesthetic qualities I can make a prototype I can make accurate measurements to the nearest mm. I can use tools for accurate assembly. I can build frameworks using a range of materials: wood, card, corrugated plastic.	I can select the most appropriate joint for my design

	competently and appropriately I can select tools and techniques needed to shape, assemble and join materials I am using					I can use a glue gun with close supervision. I can cut internal shapes.	
Make: Mechanisms	I can operate mechanical toys, e.g. turn the knob on a wind-up toy or pull back on a friction car. I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	I can select tools for a purpose. I can select a range of components and materials I can use tape and glue to create temporary joins, fixed joins, & moving joins	I can make a product with levers. I can use a simple circuit in a model I can make a product which moves with wheels and axles		I can understand and use mechanical systems. I can make a product which uses electrical components. I can include an electrical circuit that produces one outcome e.g. Light or sound. I can select materials and components suitable for a task. I can make accurate measurements to the nearest cm		I can make a product which demonstrates an understanding of computer programming to program, monitor and control products. I can use a technique which involves a number of steps. I can include an electrical circuit that produces more than one outcome e.g. Light and sound. I can use a screwdriver to secure materials with accuracy
Food	I understand that equipment and tools have to be used safely I eat a healthy range of foodstuffs and understands need for variety in food	I can name foods from each section of the EatWell plate and understands that I should eat at least 5 portions of fruit and veg each day	I can measure ingredients I know the correct hygiene when preparing food. I can knead and spread ingredients	I understand all sections of the EatWell plate and why they differ in size. I can follow a recipe	I can apply the principles of a healthy diet to make a meal. I can weigh ingredients to an appropriate level of accuracy. I can stir a heated pan.	I understand what different affects food types have on the body I understand how different foods are produced in different areas of the world.	I can work out ratios in recipes. I can adapt a recipe for appearance, taste, texture, aroma or culture I can estimate the amount of

		I know where food comes from I can cut food safely I can select tools for a purpose I can select ingredients based on taste I can grate and mix ingredients.	I can use the right tools to peel and chop I can cut food safely.	I can select the tools and equipment suitable for the task I can cook using a heat source I can use the right tools to slice, mix, spread, bake and knead I understand that food is processed into different ingredients e.g. Milk into butter. I understand that different foods are produced in different areas of the world		I understand that some foods are seasonal and can give some examples I can use cooking techniques that involve a number of steps. I will practise the cooking techniques previously taught: Peeling, slicing, grating, mixing, spreading, kneading, cooking using a heat source and stirring a heated pan.	ingredients to an appropriate level of accuracy I will practise the cooking techniques previously taught: Peeling, slicing, grating, mixing, spreading, kneading, cooking using a heat source and stirring a heated pan.
Vocabulary	Join Label Decorate	Design Structure Material Equipment Evaluate Construct Investigate	Mechanism Properties Function Method Template Technique Sequence Strengthen	Identify Resource Outcome Refine Assemble Reinforce Disassemble	Alternative Communicate Project Guideline Specification Prototype Research Analyse	Category Precise Dynamic Uniform Qualitative Critical Prototype	Economy Sustainable Environment Proportion Input Innovate Fluctuate virtual
Aspirational	Across school career aspirations: Designers, inventors, nutritionists, chefs, farmers, textile workers						
Global Citizenship		Where food comes from		Where food is produced		How food is produced globally	Cultural differences in food
Health and Wellbeing	Healthy Diet	Eatwell plate	Food hygiene	Eat well plate Processed Food	Healthy Diet	Effects of different food types on the body	