



Skills Progression : Design Technology

Skill Focus	EYFS 30 – 50 months 40 – 60 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tools	<p>I can use small tools e.g. scissors, paintbrushes and cutlery.</p> <p>I can safely use and explore different tools.</p> <p>I can share my creations, explaining the process I have used.</p>	I can use tools safely for cutting and joining materials and components.	I can select the correct tools for cutting and joining materials and components.	<p>I can select the correct tools or cutting and joining materials and components and use them safely.</p> <p>I can measure mark out, cut and shape materials and components.</p>	<p>I can select and explain why I have chosen a particular tool.</p> <p>I can measure mark out, cut and shape materials and components.</p>	<p>I can select the appropriate tool and explain choices.</p> <p>I can decide which is the best tool for cutting and joining certain materials.</p> <p>I can accurately measure, mark out, cut, and shape materials and components.</p>	<p>I can name and select appropriate tools for a task and use them with precision.</p> <p>I can accurately measure, mark out, cut, and shape materials and components.</p>
Textiles	<p>I can explore a variety of materials freely in order to develop my ideas.</p> <p>I can join different materials with glue e.g. glue on</p>	<p>I can cut out shapes from a range of fabrics and paper.</p> <p>I can select materials and components suitable for the task.</p>	<p>I can join fabrics using glue and staples.</p> <p>I can select materials and components suitable for the task.</p>	<p>I can create a simple pattern for a design which is then followed to create a finished product.</p> <p>I can use a wider range of</p>	<p>I can join fabrics using a running stitch.</p> <p>I can use a wider range of materials and components including</p>	<p>I can join fabrics using running stitch.</p> <p>I can choose coloured materials and patterns that will appeal to a</p>	<p>I can design and create a fabric that will appeal to a particular audience.</p> <p>I can create a fabric (knitting) and combine to</p>



Skills Progression : Design Technology

	different patterned materials, sequins and beads			materials and components including construction materials. I can apply a range of finishing techniques, including those from art and design with some accuracy.	construction materials. I can apply a range of finishing techniques, including those from art and design with some accuracy.	particular audience. I can apply a range of finishing techniques, including those from art and design.	make a finished product and evaluate. I can apply a range of finishing techniques, including those from art and design.
Cutting	I can use one-handed tools and equipment for example, making snips in paper with scissors.	I can cut accurately and safely with scissors.	I can cut accurately and safely with scissors.	I can cut wood / dowel safely using a bench hook and hacksaw with supervised provision	Cut wood / dowel safely using a bench hook and hacksaw	I can cut safely and accurately to a marked line	Cut safely and accurately to a marked line with precision
Joining	I can join fabrics with glue	I can join appropriately using tape or glue for different materials and situations.	I can attach components to a vehicle (e.g., an axle and wheels)	I can choose the best adhesive to join materials together. I can create a frame structure by using joining skills. I can assemble, join, and combine materials and components.	I can create a shell or frame structure using diagonal struts to strengthen it. I can use a glue gun with close supervision (one to one) I can assemble, join, and combine	I can join materials, using the most appropriate method for the material or purpose. I can accurately assemble, join, and combine materials and components.	I can choose the most effective equipment to join materials and use the most appropriate method for the material or purpose. I can accurately assemble, join, and combine



Skills Progression : Design Technology

					materials and components.		materials and components.
Structures	I can make imaginative and complex 'small worlds' with blocks and construction kits	I can build simple structures. I understand how free-standing structures can be made stronger, stiffer, and more stable.	I can improve structures by making them stronger, stiffer and more stable.	I can create a shell or frame structure choosing the correct tools to do so.	I can select the most appropriate materials and frameworks for different structures explaining what makes them strong.	I can create a shell or frame structure showing an awareness of how to strengthen, stiffen and reinforce.	I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures. I can evaluate how strong a structure is and how it can be improved. I know how to reinforce and strengthen a 3D framework.
Mechanisms	I can create closed shapes with continuous lines and begin to use these shapes to represent objects.	I understand the simple working and characteristics of materials and components. I can use wheels and levers effectively	I can create and use wheels and axles, levers, and sliders.	I know how mechanical systems such as levers and linkages or pneumatic systems create movement. I can use and create pulleys, levers, and linkages in their products.	I know how mechanical systems such as levers and linkages or pneumatic systems create movement. I can create and use pulleys, levers and linkages in their products and	I know how to use mechanical systems such as cams, pulleys, or gears to create movement.	I can apply my understanding of cams and gears to control my product.



Skills Progression : Design Technology

					explain how they work		
Electricity	I have an awareness of products that have a battery or electricity.	I can identify parts of a circuit e.g., wire, bulb, battery	I can create a product that incorporates a light bulb or buzzer	<p>I can build models incorporating circuits with a bulb / buzzer and a switch to turn their product on and off.</p> <p>I know how to program a computer to control my product.</p>	<p>I know how simple electrical circuits and components can be used to create functional products.</p> <p>I can draw and build a simple circuit using the correct symbols for each component.</p> <p>I know how to program a computer to control my product.</p>	<p>I can design products incorporating the most appropriate electrical system.</p> <p>I know how more complex electrical circuits and components can be used to create functional products.</p> <p>I know how to program a computer to control my product.</p>	<p>I can understand and use electrical systems in my designed product [for example, series circuits incorporating switches, bulbs, buzzers, and motors and explain their effectiveness.</p> <p>I know how more complex electrical circuits and components can be used to create functional products.</p> <p>I know how to program a computer to monitor changes in the environment and control their products.</p>
Preparing and cooking food	I can use small tools such as cutlery.	I can measure and weigh food items using non-	I can cut, peel, grate and chop a	I can cut, peel, grate and chop a range of	I can measure and weigh food items using	I can use appropriate tools and equipment	I can create my own recipe for a



Skills Progression : Design Technology

		<p>standard measures (e.g. cups and spoons)</p>	<p>range of ingredients.</p> <p>I can combine ingredients using a range of cooking techniques</p>	<p>ingredients with greater precision.</p> <p>I can combine selected ingredients using a range of cooking techniques</p>	<p>standard measures.</p> <p>I can choose foods that look and taste appealing for a particular audience</p>	<p>for weighing and measuring with scales.</p> <p>I can cut, peel, grate and chop a range of ingredients with precision.</p> <p>I can combine ingredients appropriately (e.g., kneading, rubbing in and mixing)</p>	<p>designed food product.</p> <p>I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
<p>Nutrition and origins of food</p>	<p>I have an awareness of which foods are good for you.</p> <p>I have an awareness that some foods are grown</p>	<p>I understand that all food comes from plants and animals.</p> <p>I can identify the main food groups including fruit and vegetables.</p> <p>I know that everyone should eat five portions of fruit or veg a day.</p>	<p>I understand that all food comes from plants and animals.</p> <p>I can recognise the need for a variety of foods.</p> <p>I know that everyone should eat five portions of fruit or veg a day.</p> <p>I can explain where the food I eat comes from</p>	<p>I can describe what a balanced diet is.</p> <p>I can make healthy eating choices.</p>	<p>I can make healthy eating choices and explain why they are healthy.</p> <p>I can identify food which comes from the UK and other countries in the world</p>	<p>I can plan how to have a healthy / affordable diet.</p> <p>I can explain what times of year particular foods are in season.</p> <p>I understand that different foods contain different substances – nutrients, water and fibre – that</p>	<p>I can evaluate meals and consider if they contribute towards a balanced diet and suggest improvements.</p> <p>I can understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



Skills Progression : Design Technology

			(i.e., from a plant or animal)			are needed for health.	I understand that different foods contain different substances – nutrients, water and fibre – that are needed for health.
--	--	--	--------------------------------	--	--	------------------------	---