

DT Progression of Skills

	HUMANKIND						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Everyday Products</u>	Name and Explore a range of everyday products and begin to talk about how they are used <i>(Let's Explore) (Sunshines and Sunflowers)</i>	Name and explore a range of everyday products and describe how they are used <i>(Shade and Shelter) (Taxi)</i>	Explain how an everyday product could be improved <i>(Cut, Stitch and Join) (Push and Pull)</i>	Explain how an existing product benefits the user <i>(Making it Move) (Greenhouse)</i>	Investigate and identify the design features of a familiar product <i>(Fresh Food, Good Food) (Misty Mountain, Winding River) (Functional and Fancy Fabrics) (Electrical Circuits and Conductors)</i>	Explain how the design of a product has been influenced by the culture or society in which it was designed or made <i>(Architecture)</i>	Analyse how an invention or product has significantly changed or improved people's lives <i>(Food for Life) (Engineer) (Make Do and Mend)</i>
<u>Staying Safe</u>	Follow rules and instructions to keep safe <i>(Once upon a time) (Marvellous Machines)</i>	Follow the rules to keep safe during a practical task <i>(Shade and Shelter) (Chop, Slice and Mash)</i>	Work safely and hygienically in construction and cooking activities <i>(Remarkable Recipes)</i>	Use appliances safely with adult supervision <i>(Cook Well, Eatwell)</i>	Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray <i>(Fresh Food, Good Food)</i>	Explain the functionality and purpose of safety features on a range of products <i>(Moving Mechanisms)</i>	Demonstrate how their products take into account the safety of the user <i>(Electrical Circuits and Conductors)</i>

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	PROCESSES						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Mechanisms and Movement</u>	Explore, build and play with a range of resources and construction kits with wheels and axles <i>(Me and My Community) (Let's Explore) (Once Upon a Time) (Marvellous Machines) (Starry Night) (Long Ago) (Ready Steady Grow)</i>	Use wheels and axles to make a simple moving model <i>(Taxi)</i>	Use a range of mechanisms (Levers, sliders, wheels and axles) in models or products <i>(Push and Pull)</i>	Explore and use a range of mechanisms (Levers, sliders, wheels and cams) in models or products <i>(Making it Move)</i>	Explore and use a range of mechanisms (Levers, axles, cams, gears and pulleys) in models or products <i>(Tomb Builders)</i>	Use mechanical systems in their products such as pneumatics <i>(Moving Mechanisms)</i>	Explain and use mechanical systems in their products to meet a design brief
<u>Electricity</u>	Identify products that use electricity to make them work <i>(Marvellous Machines)</i>	Identify products that use electricity to make them work and describe how to switch them on and off	Create an operational, simple series circuit	Incorporate a simple series circuit into a model	Incorporate circuits that use a variety of components into models or products <i>(Electrical circuits and conductors)</i>	Use electrical circuits of increasing complexity in their models or products, showing an understanding of control	Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use

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							programming to control their products <i>(Electrical circuits and components)</i>
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	CREATIVITY						
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CONCEPT	SKILL						
<u>Generation of Ideas:</u>	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences <i>(Let's Explore) (Once Upon a Time) (Marvellous Machines) (Starry Night) (Long Ago) (Sunshines and Sunflowers)</i>	Create a design to meet simple design criteria <i>(Shade and Shelter) (Taxi!) (Chop, Slice and Mash)</i>	Generate and communicate their ideas through a range of different methods <i>(Remarkable Recipes) (Beach Hut) (Cut, Stitch and Join)</i>	Develop design criteria to inform a design <i>(Cook Well, Eatwell) (Making it Move) (Greenhouse)</i>	Use annotated sketches and exploded diagrams to test and communicate their ideas <i>(Fresh Food, Good Food) (Functional and Fancy Fabrics) (Electrical Circuits and Conductors)</i>	Use pattern pieces and computer-aided design packages to design a product <i>(Architecture)</i>	Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways <i>(Electrical Circuits and Components) (Engineer)</i>
<u>Structures:</u>	Construct simple structures and models using a range of materials <i>(Me and My Community)</i>	Construct simple structures, models or other products using a range of materials	Explore how a structure can be made stronger, stiffer and more stable <i>(Coastline) (Beach Hut)</i>	Create shell or frame structures using diagonal struts to strengthen them <i>(Greenhouse)</i>	Prototype shell and frame structures, showing awareness of how to strengthen,	Build a framework using a range of materials to support mechanisms	Select the most appropriate materials and frameworks for different structures, explaining what

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	<i>(Let's Explore) (Once Upon a Time) (Marvellous Machines) (Long Ago) (Big Wide World) (On the Beach)</i>	<i>(Childhood) (Everyday Materials) (Shade and Shelter) (Bright Lights, Big City) (School Days)</i>			stiffen and reinforce them <i>(Fresh Food, Good Food)</i>	<i>(Moving Mechanisms) (Architecture)</i>	makes them strong <i>(Engineer)</i>
<u>Use of ICT:</u>	Use digital devices to take digital images or recordings of their creations to share with others <i>(On the Beach)</i>	Use design software to create a simple plan for a design	Use a design software to create a simple labelled design or plan	Write a program to make something move on a tablet or computer screen	Write a program to control a physical device, such as a light, speaker or buzzer <i>(Electrical Circuits and Conductors)</i>	Link a physical device to a computer or tablet so that it can be controlled (such as changing motor speed or turning an LED on and off) by a program	Use a sensor to monitor an environmental variable, such as temperature, sound or light <i>(Electrical Circuits and Components)</i>

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	INVESTIGATION						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Investigation:</u>	Choose and explore appropriate tools for simple practical tasks <i>(Me and My Community) (Starry Night)</i>	Select the appropriate tool for a simple practical task <i>(Chop, Slice and Mash)</i>	Select the appropriate tool for a task and explain their choice <i>(Movers and Shakers) (Remarkable Recipes) (Beach Hut) (Cut, Stitch and Join)</i>	Use tools safely for cutting and joining materials and components <i>(Making it Move) (Greenhouse)</i>	Select, name and use tools with adult supervision <i>(Functional and Fancy Fabrics)</i>	Name and select increasingly appropriate tools for a task and use them safely <i>(Moving Mechanisms)</i>	Select appropriate tools for a task and use them safely and precisely <i>(Make Do and Mend)</i>
<u>Evaluation:</u>	Adapt and refine their work as they are constructing and making <i>(Ready Steady Grow) (On the Beach)</i>	Talk about their own and each other's work, identifying strengths or weaknesses and offering support <i>(Shade and Shelter) (Taxi!) (Chop, Slice and Mash)</i>	Explain how closely their finished products meet their design criteria and say what they could do better in the future <i>(Remarkable Recipes) (Beach Hut) (Cut, Stitch and Join) (Push and Pull)</i>	Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account <i>(Cook Well, Eatwell) (Making it Move) (Greenhouse)</i>	Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements <i>(Fresh Food, Good Food) (Functional and Fancy Fabrics) (Tomb Builders)</i>	Test and evaluate products against design specification and make adaptations as they develop the product <i>(Moving Mechanisms) (Architecture)</i>	Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others <i>(Food for Life) (Engineer)</i>

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	MATERIALS						
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CONCEPT	SKILL						
<u>Cutting and Joining Textiles:</u>		Cut and join textiles using glue and simple stitches <i>(Funny Faces and Fabulous Features)</i>	Use different methods of joining fabrics, including glue and running stitch <i>(Cut, Stitch and Join)</i>	Cut and join wools, threads and other materials to a loom <i>(Beautiful Botanicals)</i>	Hand sew a hem or seam using a running stitch <i>(Functional and Fancy Fabrics)</i>	Combine stitches and fabrics with imagination to create a mixed media collage <i>(Mixed Media)</i>	Pin and tack fabrics in preparation for sewing and more complex pattern work <i>(Make Do and Mend)</i>
<u>Materials for Purpose:</u>	Select appropriate materials when constructing and making <i>(Once Upon a Time) (Starry Night) (Animal Safari)</i>	Select and use a range of materials, beginning to explain their choices <i>(Shade and Shelter)</i>	Choose appropriate components and materials and suggest ways of manipulating them to achieve their desired effect <i>(Movers and Shakers) (Beach Hut) (Magnificent Monarchs) (Cut, Stitch and Join) (Push and Pull)</i>	Plan which materials will be needed for a task and explain why <i>(Making it Move) (Greenhouse)</i>	Choose from a range of materials, showing an understanding of their different characteristics <i>(Fresh Food, Good Food) (Warp and Weft) (Functional and Fancy Fabrics) (Tomb Builders)</i>	Select and combine materials with precision <i>(Moving Mechanisms) (Architecture)</i>	Choose the best materials or a task, showing an understanding of their working characteristics <i>(Engineer) (Make Do and Mend)</i>

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<u>Decorating and Embellishing Textiles</u>		Use gluing, stapling or trying to decorate a fabric, including buttons and sequins <i>(Funny Faces and Fabulous Features)</i>	Add simple decorative embellishments, such as buttons, prints, sequins and applique <i>(Cut, Stitch and Join)</i>	Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows <i>(Beautiful Botanicals)</i>	Create detailed decorative patterns on fabric using printing techniques <i>(Functional and Fancy Fabrics)</i>	Use applique to add decoration a product or artwork <i>(Mixed Media)</i>	Use different methods of fastening for function and decoration, including press studs, Velcro and buttons <i>(Make Do and Mend)</i>
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	NATURE						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Food Preparation and Cooking</u>	Follow instructions, including simple recipes, that include measures and ingredients <i>(Let's Explore) (Big Wide World)</i>	Measure and weigh food items using non-standard measures, such as spoons and cups <i>(Chop, Slice and Mash)</i>	Prepare ingredients by peeling, grating, chopping and slicing <i>(Remarkable Recipes)</i>	Prepare and cook a simple savoury dish <i>(Cook Well, Eatwell)</i>	Identify and use a range of cooking techniques to prepare a simple meal or snack <i>(Fresh Food, Good Food)</i>	Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish <i>(Eat the Seasons)</i>	Follow a recipe that requires a variety of techniques and source the necessary ingredients independently <i>(Food for Life)</i>
<u>Nutrition</u>	Suggest healthy ingredients that can be used to make simple snacks <i>(Ready Steady Grow)</i>	Select healthy ingredients for a fruit or vegetable salad <i>(Chop, Slice and Mash)</i>	Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal <i>(Remarkable Recipes)</i>	Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars) <i>(Cook Well, Eatwell)</i>	Design a healthy snack or packed lunch and explain why it is healthy <i>(Fresh Food, Good Food)</i>	Evaluate meals and consider if they contribute towards a balanced diet <i>(Eat the Seasons)</i>	Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet <i>(Food for Life)</i>

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<u>Origins of Food</u>	Begin to identify the origins of some foods <i>(Ready Steady Grow)</i>	Sort foods into groups by whether they are from an animal or plant source <i>(Chop, Slice and Mash)</i>	Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables) <i>(Remarkable Recipes)</i>	Identify and name foods that are produced in different places <i>(Cook Well, Eatwell)</i>	Identify and name foods that are produced in different places in the UK and beyond <i>(Fresh Food, Good Food)</i>	Describe what seasonality means and explain some of the reasons why it is beneficial <i>(Eat the Seasons)</i>	Explain how organic produce is grown <i>(Food for Life)</i>
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	COMPARISON						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Compare and Contrast</u>	Describe what, why and how something was made and compare with others <i>(Marvellous Machines)</i>	Describe the similarities and differences between two products <i>(Shade and Shelter)</i>	Compare different or the same products from the same or different brands <i>(Cut, Stitch and Join)</i>	Explain the similarities and difference between the work of two designers <i>(Greenhouse)</i>	Create and complete a comparison table to compare two or more products <i>(Functional and Fancy Fabrics)</i>	Survey users in a range of focus groups and compare results <i>(Moving Mechanisms)</i>	Create a detailed comparative report about two or more products or inventions <i>(Food for Life) (Engineer) (Make Do and Mend)</i>

	SIGNIFICANCE						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CONCEPT	SKILL						
<u>Significant People</u>	Explore significant products <i>(Sunshines and Flowers)</i>	Describe why a product is important	Explain why a designer or inventor is important <i>(Remarkable Recipes) (Cut, Stitch and Join)</i>	Describe how key events in design and technology have shaped the world <i>(Cook Well, Eatwell)</i>	Explain how and why a significant designer or inventor shaped the world <i>(Fresh Food, Good Food) (Functional and Fancy Fabrics)</i>	Describe the social influence of a significant designer or inventor <i>(Architecture)</i>	Present a detailed account of the significance of a favourite designer or inventor <i>(Engineer)</i>