Sheldwich Primary School – **EYFS, Key Stage 1** - DT Progression Map

	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas **Design**	To develop their own ideas and then decide which materials to express them.	To explore, use and refine a variety of artistic effects to express their ideas and feelings. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively, sharing ideas, resources and skills.	To begin to draw on their own experiences to help generate ideas and research conducted on criteria. To begin to understand the development of existing products; what they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do. To understand how to identify a target group for what they intend to design and	To start to generate ideas by drawing on their own and other people's experiences. To begin to develop their design ideas through discussion, observation, drawing and modelling. To identify a purpose for what they intend to design and make. To understand how to identify a target group for what they intend to design and make based on a criteria.	To show growing confidence generate ideas for an item, considering its purpose and the user/s. To start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Look at a range of existing products and explain what they like and dislike. To understand how well products have	To start to generate ideas, considering the purposes for which they are designing – link with Mathematics and Science. To confidently make labelled drawings from different views showing specific features. Look at a range of existing products and explain what they like and dislike. To develop a clear idea of what has to be done, planning how to use materials, equipment and	To start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces. Look at a range of existing products and explain what they like and dislike. To begin to use research and develop design criteria to inform the design of innovative functional, appealing	To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces. Look at a range of existing products and explain what they like and dislike. To use research and develop design criteria to inform the design of innovative functional, appealing products that

			make based on a criteria To begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas.	To develop ideas through talk, drawings and label parts. Make templates and mock ups.	been designed, made, what materials have been used and the construction technique. To know to make drawings with labels when designing When planning explain their choice of materials and components including function and aesthetics. To learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.	processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including users, to improve their work. To learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. When planning explain their choice of materials and components	products that are fit for purpose. To draw up a specification for their design. With growing confidence select appropriate materials tools and techniques. To start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. To learn about inventors, designers, engineers, chefs and	are fit for purpose. To accurately apply a range of finishing techniques, including those from art and design. To draw up a specification for their design. To plan the order of their work, choosing appropriate materials, tools and techniques. To suggest alternative methods of making if the first attempt fails. To identify the strengths and areas for development in their ideas and products.

						according to function and aesthetic.	manufacturers who have developed ground breaking products.	To learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.
Working with tools, equipment, materials and components to make quality products. **<u>Make</u>**	To explore different materials freely, in order to develop their ideas about how they use them and what to make. To make imaginative and complex 'small worlds' with blocks and construction kits. To join different	To safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.	To begin to make their design using appropriate techniques. To begin to build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, mark out, cut and sharp a range of materials.	To begin to select tools and materials; use correct vocabulary to name and describe them. To build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.	To 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. To explain their choice of tools and equipment in relation to the skills and techniques	To select a wider range of tools and techniques for making their product. To know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. To start to join and combine materials and components	To select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Begin to measure and mark out more accurately. To demonstrate how to use skills in using different tools and equipment safely and accurately with	To confidently select appropriate tools, materials, components and techniques and use them. To use tools safely and accurately. To assemble components to make working models. To aim to make and to achieve a quality product.

	materials and explore different textures.		To explore using tools e.g. scissors. To begin to assemble, join and combine materials and component together suing a variety of temporary methods eg glue or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Begin to demonstrate how to cut, shape and join fabric to make a simple product.	To start to assemble, join and combine materials in order to make a product. To start to choose and use appropriate finishing techniques based on own ideas. Demonstrate how to cut, shape and join fabric to make a simple product using basic sewing technique.	they will be using. To start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. To start to measure, tape or pin, cut and join fabric with some accuracy.	accurately in temporary and permanent ways. To understand how more complex electrical circuits and components can be used to create functional products. To continue to learn how to program a computer to monitor changes in the environment and control their products. To understand how to reinforce and strengthen a 3D framework. To demonstrate how to measure, tape or pin, cut and	growing confidence, cut and join with accuracy to ensure a good quality finish to the product. To weigh and measure accurately (time, dry ingredients, liquids) To use finishing techniques to strengthen and improve the	To demonstrate when make modifications as they go along. To construct products using permanent joining techniques. To 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. To know how to reinforce and strengthen

						join fabric with some accuracy. To begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.		a 3D framework. To understand that mechanical and electrical systems have an input, process and output. To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.
Evaluating processes and products. **<u>Evaluate</u>**		To share their creations, explaining the process they have used.	To start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about	To evaluate their work against the design criteria. Look at a range of existing products and explain what they like and dislike about products and why. To start to evaluate their	To start to evaluate their product against original design criteria e.g. how well it meets its intended purpose	To evaluate their products carrying out appropriate tests. To start to evaluate their work both during and at the end of the assignment. To be able to disassemble and evaluate	To start to evaluate a product against the original design specification and by carrying out tests. To evaluate their work both during and at the end of the assignment.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at

			products and why. To begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.		familiar products and consider the views of others to improve them.	To begin to evaluate it personally and seek evaluation from others. To evaluate the key designs of individuals in design and technology has helped shape the world.	the end of the assignment. Record their evaluations using drawings with labels. To evaluate against their original criteria and suggest ways that their product could be improved. To evaluate the key designs of individuals in design and technology has helped shape the world.
Technical knowledge			To explore and use a slider mechanism in their products. To explore and use a wheel mechanism in their products.	To explore and use a lever mechanism in their products.	To begin to understand that mechanical systems such as pulleys, gears and levers to create movement.	To create electrical systems.	To understand that mechanical systems such as pulleys, gears and levers create movements.	To understand that mechanical systems such as cams, levers and linkages create movements.
Food and nutrition			To begin to understand that all food	To understand that all food comes from	To start to know that food is grown (such	To understand how to prepare and cook a	To begin to understand that seasons	To understand that seasons

Cooking			comes from plants or animals. To explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. To start to understand how to name and sort foods into the five groups in 'The Eat well plate' To begin to understand that everyone should eat at least five portions of fruit and vegetables every day.	plants or animals. To know that food has to be farmed, grown elsewhere (e.g. home) or caught. To understand how to name and sort foods into the five groups in 'The Eat well plate' To know that everyone should eat at least five portions of fruit and vegetables every day. To demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.	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. To understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. To begin to understand how to use a range of techniques such as peeling, chopping and slicing. To start to understand that a healthy diet is made up from a variety and balance of	savoury dish safely and hygienically including, where appropriate, the use of a heat source. To understand how to use a range of techniques such as, mixing, spreading, kneading and baking.	may affect the food available. To begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	may affect the food available.

					different food and drink, as depicted in 'The Eat well plate' To begin to know that to be active and healthy, food and drink are needed to provide energy for the body.			