



## **DT Progression Document**

Key Stage 1 & Key Stage 2

(2022-2023)

<b>EYFS</b> <b>ELG -Physical Development</b>	<b>Moving and Handling</b>	<ul style="list-style-type: none"> <li>• To handle equipment and tools effectively, including pencils for writing.</li> </ul>
<b>ELG – Expressive Arts and Design</b>	<b>Exploring and Using Media and Materials</b>	<ul style="list-style-type: none"> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
	<b>Being Imaginative</b>	<ul style="list-style-type: none"> <li>• To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

<b>Design</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.			Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.

<b>Make</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.			Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

## Evaluate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and evaluate a range of existing products.		Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria.		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Evaluate their ideas and products against design criteria.				Understand how key events and individuals in design and technology have helped to shape the world.	

## Technical

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Build structures, exploring how they can be made stronger, stiffer and more stable.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		Understand and use electrical systems in their products [series circuits incorporating switches, bulbs, buzzers and motors].	
		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].		Apply their understanding of computing to program, monitor and control their products.	

## Cooking and Nutrition

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand where food comes from.		Understand and apply the principles of a healthy and varied diet.		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality.	
Use the basic principles of a healthy and varied diet to prepare dishes.		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

