

Progressions of Skills – DT – 2022/23



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art objectives	Self-portraits.	Making rockets.	Paintings of different	Design and construct	Observational	Making and investigating
DT objectives	Printing with hands and	<mark>Firework pictures.</mark>	people who help us.	<mark>houses for The 3 Little</mark>	drawings,	boats and other vehicles.
	feet. Autumn paintings.	<mark>Christmas cards.</mark>		<mark>Pigs</mark>	paintings and	
	Clay hedgehog.	Nativity puppets.			collages of	
					plants.	

Year 1/2	Textiles	Mechanisms	Cooking and Nutrition (healthy
Year A	Joining Techniques	Wheels and Axels	varied diet – fruit and
			vegetables)
Progression of skills	 Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. 	 Designing Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. Making Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating Explore and evaluate a range of products with wheels and axles. 	 Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating
	Evaluatifig		



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We care, we learn, we grow			We care, we learn, we grow
	• Explore and evaluate a range of	• Evaluate their ideas throughout and	• Taste and evaluate a range of fruit and
	existing textile products relevant to	their products against original criteria.	vegetables to determine the intended user's
	the project being undertaken.		preferences.
	 Evaluate their ideas throughout 	Technical knowledge and understanding	 Evaluate ideas and finished products
	and their final products against	 Explore and use wheels, axles and axle 	against design criteria, including intended
	original design criteria.	holders.	user and purpose.
		 Distinguish between fixed and freely 	
	Technical knowledge and	moving axles.	Technical knowledge and understanding
	understanding	 Know and use technical vocabulary 	 Understand where a range of fruit and
	 Understand how simple 3-D textile 	relevant to the project.	vegetables come from e.g. farmed or grown
	products are made, using a		at home.
	template to create two identical		 Understand and use basic principles of a
	shapes.		healthy and varied diet to prepare dishes,
	 Understand how to join fabrics 		including how fruit and vegetables are part
	using different techniques e.g.		of The Eatwell plate.
	running stitch, glue, over stitch,		 Know and use technical and sensory
	stapling.		vocabulary relevant to the project.
	 Explore different finishing 		
	techniques e.g. using painting,		
	fabric crayons, stitching, sequins,		
	buttons and ribbons.		
	 Know and use technical 		
	vocabulary relevant to the project.		





Year 1/2	Mechanisms (sliders and levers)	Structures	Cooking and nutrition
Year B		Freestanding	(savoury)
Progression of skills	Designing	Designing	Designing
0	 Generate ideas based on simple design 	 Generate ideas based on simple design 	 Design appealing products for a
	criteria and their own experiences,	criteria and their own experiences, explaining	particular user based on simple design
	explaining what they could make.	what they could make.	criteria.
	 Develop, model and communicate their 	 Develop, model and communicate their 	 Generate initial ideas and design
	ideas through drawings and mock-ups	ideas through talking, mock-ups and drawings.	criteria through investigating a variety of
	with card and paper.		fruit and vegetables.
		Making	• Communicate these ideas through talk
	Making	 Plan by suggesting what to do next. 	and drawings.
	 Plan by suggesting what to do next. 	 Select and use tools, skills and techniques, 	
	 Select and use tools, explaining their 	explaining their choices.	Making
	choices, to cut, shape and join paper and	 Select new and reclaimed materials and 	• Use simple utensils and equipment to
	card.	construction kits to build their structures.	e.g. peel, cut, slice, squeeze, grate and
	Use simple finishing techniques suitable	• Use simple finishing techniques suitable for	chop safely.
	for the product they are creating.	the structure they are creating.	 Select from a range of fruit and
			vegetables according to their
	Evaluating	Evaluating	characteristics e.g. colour, texture and
	 Explore a range of existing books and 	• Explore a range of existing freestanding	taste to create a chosen product.
	everyday products that use simple sliders	structures in the school and local environment	
	and levers.	e.g. everyday products and buildings.	Evaluating
	• Evaluate their product by discussing	• Evaluate their product by discussing how	• Taste and evaluate a range of fruit and
	how well it works in relation to the	well it works in relation to the purpose, the	vegetables to determine the intended
	purpose and the user and whether it	user and whether it meets the original design	user's preferences.
	meets design criteria.	criteria.	• Evaluate ideas and finished products
			against design criteria, including intende
	Technical knowledge and understanding	Technical knowledge and understanding	user and purpose.
	• Explore and use sliders and levers.	• Know how to make freestanding structures	
	• Understand that different mechanisms	stronger, stiffer and more stable.	Technical knowledge and understanding
	produce different types of movement.	• Know and use technical vocabulary relevant	
		to the project.	





Know and use technical vocabulary	Understand where a range of fruit and
relevant to the project	vegetables come from e.g. farmed or
	grown at home.
	 Understand and use basic principles of
	a healthy and varied diet to prepare
	dishes, including how fruit and vegetables
	are part of The eatwell plate.
	 Know and use technical and sensory
	vocabulary relevant to the project.





Year 3/4	Cooking and Nutrition	Structures	Mechanisms
Year A	(savoury)		Leavers and Linkages
Progression of skills	Designing	Designing	Designing
	 Generate and clarify ideas 	 Generate realistic ideas and design 	 Generate realistic ideas and their own
	through discussion with peers and	criteria collaboratively through	design criteria through discussion,
	adults to develop design criteria	discussion, focusing on the needs of the	focusing on the needs of the user.
	including appearance, taste,	user and the functional and aesthetic	• Use annotated sketches and prototypes
	texture and aroma for an	purposes of the product.	to develop, model and communicate
	appealing product for a particular	• Develop ideas through the analysis of	ideas.
	user and purpose.	existing shell structures and use	
	 Use annotated sketches and 	computer-aided design to model and	Making
	appropriate information and	communicate ideas.	 Order the main stages of making.
	communication technology, such		 Select from and use appropriate tools
	as web-based recipes, to develop	Making	with some accuracy to cut, shape and join
	and communicate ideas.	• Plan the order of the main stages of	paper and card.
		making.	 Select from and use finishing
	Making	• Select and use appropriate tools and	techniques suitable for the product they
	• Plan the main stages of a recipe,	software to measure, mark out, cut,	are creating.
	listing ingredients, utensils and	score, shape and assemble with some	_
	equipment.	accuracy.	Evaluating
	 Select and use appropriate 	• Explain their choice of materials	 Investigate and analyse books and,
	utensils and equipment to prepare	according to functional properties and	where available, other products with
	and combine ingredients.	aesthetic qualities.	lever and linkage mechanisms.
	• Select from a range of	Use computer-generated finishing	• Evaluate their own products and ideas
	ingredients to make appropriate	techniques suitable for the product they	against criteria and user needs, as they
	food products, thinking about	are creating.	design and make.
	sensory characteristics.		
	,	Evaluating	Technical knowledge and understanding
	Evaluating	 Investigate and evaluate a range of 	• Understand and use lever and linkage
	Carry out sensory evaluations of	shell structures including the materials,	mechanisms.
	a variety of ingredients and		





Ve care, we learn, we grow			We care, we learn, we grow
	products. Record the evaluations	components and techniques that have	 Distinguish between fixed and loose
	using e.g. tables and simple	been used.	pivots.
	graphs.	 Test and evaluate their own products 	 Know and use technical vocabulary
	 Evaluate the ongoing work and 	against design criteria and the intended	relevant to the project.
	the final product with reference to	user and purpose.	
	the design criteria and the views of		
	others.	Technical knowledge and	
		understanding	
	Technical knowledge and	 Develop and use knowledge of nets of 	
	understanding	cubes and cuboids and, where	
	 Know how to use appropriate 	appropriate, more complex 3D shapes.	
	equipment and utensils to prepare	 Develop and use knowledge of how to 	
	and combine food.	construct strong, stiff shell structures.	
	 Know about a range of fresh and 	 Know and use technical vocabulary 	
	processed ingredients appropriate	relevant to the project.	
	for their product, and whether		
	they are grown, reared or caught.		
	 Know and use relevant technical 		
	and sensory vocabulary		
	appropriately.		





Year 3/4	Mechanisms	Textiles	Cooking and Nutrition (Healthy	
Year B	(Pneumatics/gears/pulleys)	2D Shape To 3D Product	and varied diets)	
Progression of skills	Designing	Designing	Designing	
	 Generate realistic and appropriate 	 Generate realistic ideas through 	 Generate and clarify ideas through 	
	ideas and their own design criteria	discussion and design criteria for an	discussion with peers and adults to	
	through discussion, focusing on the	appealing, functional product fit for	develop design criteria including	
	needs of the user.	purpose and specific user/s.	appearance, taste, texture and aroma for	
	 Use annotated sketches and 	 Produce annotated sketches, 	an appealing product for a particular user	
	prototypes to develop, model and	prototypes, final product sketches and	and purpose.	
	communicate ideas.	pattern pieces.	 Use annotated sketches and 	
			appropriate information and	
	Making	Making	communication technology, such as web-	
	 Order the main stages of making. 	 Plan the main stages of making. 	based recipes, to develop and	
	 Select from and use appropriate 	• Select and use a range of appropriate	communicate ideas.	
	tools with some accuracy to cut and	tools with some accuracy e.g. cutting,		
	join materials and components such as	joining and finishing.	Making	
	tubing, syringes and balloons.	• Select fabrics and fastenings according	• Plan the main stages of a recipe, listing	
	 Select from and use finishing 	to their functional characteristics e.g.	ingredients, utensils and equipment.	
	techniques suitable for the product	strength, and aesthetic qualities e.g.	 Select and use appropriate utensils and 	
	they are creating.	pattern.	equipment to prepare and combine	
			ingredients.	
	Evaluating	Evaluating	 Select from a range of ingredients to 	
	 Investigate and analyse books, videos 	 Investigate a range of 3-D textile 	make appropriate food products, thinking	
	and products with pneumatic	products relevant to the project.	about sensory characteristics.	
	mechanisms.	• Test their product against the original		
	 Evaluate their own products and 	design criteria and with the intended	Evaluating	
	ideas against criteria and user needs,	user.	 Carry out sensory evaluations of a 	
	as they design and make.	 Take into account others' views. 	variety of ingredients and products.	
		 Understand how a key 	Record the evaluations using e.g. tables	
	Technical knowledge and	event/individual has influenced the	and simple graphs.	
	understanding	development of the chosen product		
		and/or fabric.		





 Understand and use pneumatic 		• Evaluate the ongoing work and the final
mechanisms.	Technical knowledge and	product with reference to the design
 Know and use technical vocabulary 	understanding	criteria and the views of others.
relevant to the project.	 Know how to strengthen, stiffen and 	
	reinforce existing fabrics.	Technical knowledge and understanding
	 Understand how to securely join two 	 Know how to use appropriate
	pieces of fabric together.	equipment and utensils to prepare and
	 Understand the need for patterns and 	combine food.
	seam allowances.	 Know about a range of fresh and
	 Know and use technical vocabulary 	processed ingredients appropriate for
	relevant to the project.	their product, and whether they are
		grown, reared or caught.
		 Know and use relevant technical and
		sensory vocabulary appropriately.





Year 5/6	Cooking and Nutrition	Structures	Mechanisms	
Year A	(savoury)		Pulleys/gears/Cams	
Progression of skills	Designing	Designing		
	 Generate innovative ideas through 	• Carry out research into user needs	Designing	
	research and discussion with peers	and existing products, using surveys,	 Generate innovative ideas by carrying out 	
	and adults to develop a design brief	interviews, questionnaires and web-	research using surveys, interviews,	
	and criteria for a design	based resources.	questionnaires and web-based resources.	
	specification.	 Develop a simple design 	 Develop a simple design specification to 	
	• Explore a range of initial ideas, and	specification to guide the	guide their thinking.	
	make design decisions to develop a	development of their ideas and	• Develop and communicate ideas through	
	final product linked to user and	products, taking account of	discussion, annotated drawings, exploded	
	purpose.	constraints including time, resources	drawings and drawings from different views.	
	 Use words, annotated sketches 	and cost.		
	and information and communication	 Generate, develop and model 	Making	
	technology as appropriate to	innovative ideas, through discussion,	Produce detailed lists of tools, equipment	
	develop and communicate ideas.	prototypes and annotated sketches.	and materials. Formulate step-by-step plans	
			and, if appropriate, allocate tasks within a	
	Making	Making	team.	
	Write a step-by-step recipe,	• Formulate a clear plan, including a	 Select from and use a range of tools and 	
	including a list of ingredients,	step-by-step list of what needs to be	equipment to make products that that are	
	equipment and utensils	done and lists of resources to be	accurately assembled and well finished. Work	
	Select and use appropriate utensils	used.	within the constraints of time, resources and	
	and equipment accurately to	Competently select from and use	cost.	
	measure and combine appropriate	appropriate tools to accurately		
	ingredients.	measure, mark out, cut, shape and	Evaluating	
	• Make, decorate and present the	join construction materials to make	• Compare the final product to the original	
	food product appropriately for the	frameworks.	design specification.	
	intended user and purpose.	Use finishing and decorative	• Test products with intended user and	
		techniques suitable for the product	critically evaluate the quality of the design,	
	Evaluating	they are designing and making.	manufacture, functionality and fitness for	
	Carry out sensory evaluations of a		purpose.	
	range of relevant products and	Evaluating		





We care, we learn, we grow			We care, we learn, we grow
	ingredients. Record the evaluations	 Investigate and evaluate a range of 	Consider the views of others to improve
	using e.g. tables/graphs/charts such	existing frame structures.	their work.
	as star diagrams.	 Critically evaluate their products 	 Investigate famous manufacturing and
	 Evaluate the final product with 	against their design specification,	engineering companies relevant to the
	reference back to the design brief	intended user and purpose,	project.
	and design specification, taking into	identifying strengths and areas for	
	account the views of others when	development, and carrying out	Technical knowledge and understanding
	identifying improvements.	appropriate tests.	 Understand that mechanical and electrical
	 Understand how key chefs have 	 Research key events and 	systems have an input, process and an output.
	influenced eating habits to promote	individuals relevant to frame	 Understand how gears and pulleys can be
	varied and healthy diets.	structures.	used to speed up, slow down or change the
			direction of movement.
	Technical knowledge and	Technical knowledge and	 Understand how cams can be used to
	understanding	understanding	produce different types of movement and
	 Know how to use utensils and 	 Understand how to strengthen, 	change the direction of movement.
	equipment including heat sources to	stiffen and reinforce 3-D	 Know and use technical vocabulary relevant
	prepare and cook food.	frameworks.	to the project.
	 Understand about seasonality in 	 Know and use technical vocabulary 	
	relation to food products and the	relevant to the project.	
	source of different food products.		
	 Know and use relevant technical 		
	and sensory vocabulary.		





Year 5/6	Cooking and Nutrition	Structures	Textiles (make do and	Electricity
Year B	(diets/healthy eating)		mend)	More Complex Switches –
				(linked to Spring science
				objective)
Progression of skills	Designing	Designing	Designing	Designing
	 Generate and clarify ideas 	 Carry out research into user 	 Generate innovative ideas 	• Use research to develop a design
	through discussion with peers	needs and existing products, using	by carrying out research	specification for a functional
	and adults to develop design	surveys, interviews, questionnaires	including surveys, interviews	product that responds
	criteria including appearance,	and web-based resources.	and questionnaires.	automatically to changes in the
	taste, texture and aroma for	 Develop a simple design 	 Develop, model and 	environment. Take account of
	an appealing product for a	specification to guide the	communicate ideas through	constraints including time,
	particular user and purpose.	development of their ideas and	talking, drawing, templates,	resources and cost.
	 Use annotated sketches and 	products, taking account of	mock-ups and prototypes and,	 Generate and develop innovative
	appropriate information and	constraints including time,	where appropriate, computer-	ideas and share and clarify these
	communication technology,	resources and cost.	aided design.	through discussion.
	such as web-based recipes, to	 Generate, develop and model 	 Design purposeful, 	 Communicate ideas through
	develop and communicate	innovative ideas, through	functional, appealing products	annotated sketches, pictorial
	ideas.	discussion, prototypes and	for the intended user that are	representations of electrical
		annotated sketches.	fit for purpose based on a	circuits or circuit diagrams.
	Making		simple design specification.	
	 Plan the main stages of a 	Making		Making
	recipe, listing ingredients,	• Formulate a clear plan, including	Making	• Formulate a step-by-step plan to
	utensils and equipment.	a step-by-step list of what needs to	Produce detailed lists of	guide making, listing tools,
	Select and use appropriate	be done and lists of resources to be	equipment and fabrics	equipment, materials and
	utensils and equipment to	used.	relevant to their tasks.	components.
	prepare and combine	• Competently select from and use	Formulate step-by-step	Competently select and
	ingredients.	appropriate tools to accurately	plans and, if appropriate,	accurately assemble materials, and
	• Select from a range of	measure, mark out, cut, shape and	allocate tasks within a team.	securely connect electrical
	ingredients to make	join construction materials to make	• Select from and use a range	components to produce a reliable,
	appropriate food products,	frameworks.	of tools and equipment to	functional product.
	thinking about sensory		make products that are	Create and modify a computer
	characteristics.		accurately assembled and well	control program to enable an





	 Use finishing and decorative 	finished. Work within the	electrical product to work
Evaluating	techniques suitable for the product	constraints of time, resources	automatically in response to
 Carry out sensory 	they are designing and making.	and cost.	changes in the environment.
evaluations of a variety of			
ingredients and products.	Evaluating	Evaluating	Evaluating
Record the evaluations using	 Investigate and evaluate a range 	 Investigate and analyse 	 Continually evaluate and modify
e.g. tables and simple graphs.	of existing frame structures.	textile products linked to their	the working features of the
 Evaluate the ongoing work 	 Critically evaluate their products 	final product.	product to match the initial design
and the final product with	against their design specification,	• Compare the final product to	specification.
reference to the design	intended user and purpose,	the original design	 Test the system to demonstrate
criteria and the views of	identifying strengths and areas for	specification.	its effectiveness for the intended
others.	development, and carrying out	• Test products with intended	user and purpose.
	appropriate tests.	user and critically evaluate the	 Investigate famous inventors
Technical knowledge and	 Research key events and 	quality of the design,	who developed ground-breaking
understanding	individuals relevant to frame	manufacture, functionality	electrical systems and
 Know how to use 	structures.	and fitness for purpose.	components.
appropriate equipment and		• Consider the views of others	
utensils to prepare and	Technical knowledge and	to improve their work.	Technical knowledge and
combine food.	understanding		understanding
 Know about a range of fresh 	 Understand how to strengthen, 	Technical knowledge and	 Understand and use electrical
and processed ingredients	stiffen and reinforce 3-D	understanding	systems in their products.
appropriate for their product,	frameworks.	• A 3-D textile product can be	 Apply their understanding of
and whether they are grown,	 Know and use technical 	made from a combination of	computing to program, monitor
reared or caught.	vocabulary relevant to the project.	accurately made pattern	and control their products.
 Know and use relevant 		pieces, fabric shapes and	 Know and use technical
technical and sensory		different fabrics.	vocabulary relevant to the project.
vocabulary appropriately.		• Fabrics can be strengthened,	
		stiffened and reinforced	
		where appropriate.	
	 Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory 	 Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory 	Evaluatingtechniques suitable for the productconstraints of time, resources• Carry out sensoryevaluations of a variety ofthey are designing and making.constraints of time, resources• Record the evaluations using• Investigate and evaluate a rangeof existing frame structures.• Investigate and analyse• Evaluate the ongoing work• Investigate and evaluate their products• Investigate and analysetextile products linked to theirand the final product with• Critically evaluate their products• Critically evaluate their productsfinal product.and the sinal product with• Critically evaluate their design specification,• Compare the final product toreference to the design• Intended user and purpose,• Compare the final product toothers.• Research key events and• Research key events and• Technical knowledge andunderstanding• Now how to use• Research key events and• Consider the views of others• Know how to use• Duderstand how to strengthen,• Consider the views of othersappropriate for their product,• Understand how to strengthen,• Consider the views of othersand whether they are grown,• Know and use relevant• A 3-D textile product can bemade from a combination of• Cary out and reinforce 3-D• A 3-D textile product can be• Know and use relevant• Know and use relevant• Know and use relevant• Know and us