

Design and Technology Progression Document

	Cooking and Nutrition Pupils should be taught how to cook and apply principles of nutrition and healthy eating, instilling a love of cooking										
Curriculum	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Strand	ELG – To manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices To use a range of small tools, including scissors, paint brushes and cutlery	Design To generate and develop ideas for a new smoothie through talking, drawing, template and mock-ups Make To use the basic principles of a healthy and varied diet to prepare fruit and vegetable smoothies Evaluate To explore and evaluate a range of existing smoothies To evaluate their design against the design criteria Technical Knowledge To understand where food comes from	Teal 2	Design To understand and apply the principles of healthy and varied diet Make To prepare and cook a variety of healthy snacks (Flapjacks) using a range of cooking techniques To select from a wider range of components including ingredients To select from a and use a wider range of tools and equipment for practical tasks e.g. cutting Evaluate To evaluate their ideas and products against their own design criteria To consider the views of others to improve their work Technical Knowledge To understand seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed	Teal 4	real 3	Design To understand and apply the principles of healthy and varied diet Make To prepare and cook bread and pizza dishes using a range of cooking techniques To select from a wider range of components including ingredients To select from a and use a wider range of tools and equipment for practical tasks e.g. cutting Evaluate To evaluate their ideas and products against their own design criteria To consider the views of others to improve their work Technical Knowledge To understand seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed				
							processed				



				echanisms			
				s of interactive process of design			
Curriculum	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand	ELG -	Design	Design	Design	Design	Design	
	To be confident to try	To design purposeful,	To design purposeful,	To use research and	To use research and	To use research and	
	new activities and show independence,	functional and appealing	functional and appealing	develop design criteria to	develop design criteria	develop design criteria	
	resilience and	moving pictures using	vehicles with wheels and	inform the design of	to inform the design of	to inform the design of	
	perseverance in the	levers, sliders and winders	<u>axles</u> for themselves and	moving monsters using a	moving books with	moving toys with cam	
	face of challenge	for themselves and other	other users based on	pneumatic system that are	levers and linkages that	mechanisms that are fit	
	To begin to show	users based on design	design criteria	fit for purpose and aimed	are fit for purpose and	for purpose and aimed	
	accuracy and care	criteria	To generate, develop,	at individuals or groups	aimed at individuals or	at individuals or groups	
	when drawing	To generate, develop,	model and communicate	To generate, develop,	groups	To generate, develop,	
	To safely use and	model and communicate	ideas through talking,	model and communicate	To generate, develop,	model and communicate	
	explore a variety of materials, tools and	ideas through talking,	drawing, templates, mock-	their ideas through	model and communicate	their ideas through	
	techniques,	drawing, templates, mock-	ups and, where	discussion, annotated	their ideas through	discussion, annotated	
	experimenting with	ups and, where	appropriate,	sketches, cross-sectional	discussion, annotated	sketches, cross-sectional	
	colour, design, texture,	appropriate,	communication	and exploded diagrams,	sketches, cross-sectional	and exploded diagrams,	
	form and function	communication	technology	prototypes, pattern pieces	and exploded diagrams,	prototypes, pattern	
	To share their	technology	Make	and computer aided	prototypes, pattern	pieces and computer	
	creations, explaining	Make	To select from a range of	design	pieces and computer	aided design	
	the process they have used	To select from a range of	tools and equipment to	Make	aided design	Make	
	To use a range of small	tools and equipment to	perform practical tasks	To select from and use a	Make	To select from and use a	
	tools, including	perform practical tasks e.g.	e.g., cutting, shaping,	wider range of tools and	To select from and use a	wider range of tools and	
	scissors, paint brushes	cutting, shaping, joining	joining and finishing	equipment to perform	wider range of tools and	equipment to perform	
	and cutlery	and finishing	Evaluate	practical tasks accurately	equipment to perform	practical tasks accurately	
		Evaluate	To explore and evaluate a	e.g., cutting, shaping,	practical tasks	e.g., cutting, shaping,	
		To explore and evaluate a	range of existing products	joining and finishing	accurately e.g., cutting,	joining, and finishing	
		range of existing products	To evaluate their ideas	To select from a wider	shaping, joining, and	To select from a wider	
		To evaluate their ideas	against the design criteria	range of materials and	finishing	range of materials and	
		against the design criteria	Technical Knowledge	components, including	To select from a wider	components, including	
		Technical Knowledge	To explore and use	construction materials,	range of materials and	construction materials,	
		To explore and use	mechanisms in their	textiles and ingredients,	components, including	textiles and ingredients,	
		mechanisms in their	products e.g., levers,	according to properties	construction materials,	according to properties	
		products e.g., levers,	sliders, wheels and axles	and aesthetic qualities	textiles and ingredients,	and aesthetic qualities	
		sliders, wheels and axles	,	Evaluate	according to properties	Evaluate	
		.,		To investigate and analyse	and aesthetic qualities	To investigate and	
				a range of existing	Evaluate	analyse a range of	
				products	To investigate and	existing products	



		To evaluate their ideas and	analyse a range of	To evaluate their ideas	
		products against their own	existing products	and products against	
		design criteria	To evaluate their ideas	their own design criteria	
		To consider the views of	and products against	To consider the views of	
		others to improve their	their own design criteria	others to improve their	
		work	To consider the views of	work	
		To understand how key	others to improve their	To understand how key	
		events and individuals in	work	events and individuals in	
		design and technology	To understand how key	design and technology	
		have helped shape the	events and individuals in	have helped shape the	
		world	design and technology	world	
		Technical Knowledge To understand the use of	have helped shape the	Technical Knowledge	
		mechanical systems in	world	To understand the use	
		their products e.g., gears,	Technical Knowledge	of mechanical systems in	
		pulleys, cams, levers and	To understand the use	their products e.g.,	
		linkages	of mechanical systems in	gears, pulleys, cams,	
			their products e.g.,	levers and linkages	
			gears, pulleys, cams,	· ·	
			levers and linkages		



	Through creative and practi	cal activities nupils should be		tructures s of interactive process of desig	gning and making. Those sho	uld work in a range of releva	nt contoxts
Curriculum	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand	ELG –		Design	Design	Design	Design	
Strana	To be confident to try		To design purposeful,	To use research and	To use research and	To use research and	
	new activities and		functional and appealing	develop design criteria to	develop design criteria	develop design criteria	
	show independence,		homes and bug hotels for	inform the design of food	to inform the design of	to inform the design of	
	resilience and		themselves and other	packaging and bridges	musical instruments	shelters that are fit for	
	perseverance in the		users based on design	that are fit for purpose and	that are fit for purpose	purpose and aimed at	
	face of challenge To begin to show		criteria	aimed at individuals or	and aimed at individuals	individuals or groups	
	accuracy and care		To generate, develop,	groups	or groups	To generate, develop,	
	when drawing		model and communicate	To generate, develop,	To generate, develop,	model and communicate	
	To safely use and		ideas through talking,	model and communicate	model and communicate	their ideas through	
	explore a variety of		J			ū	
	materials, tools and		drawing, templates, mock-	their ideas through	their ideas through	discussion, annotated	
	techniques,		ups and, where	discussion, annotated	discussion, annotated	sketches, cross-sectional	
	experimenting with		appropriate,	sketches, cross-sectional	sketches, cross-sectional	and exploded diagrams,	
	colour, design, texture,		communication	and exploded diagrams,	and exploded diagrams,	prototypes, pattern	
	form and function		technology	prototypes, pattern pieces	prototypes, pattern	pieces and computer	
	To share their creations, explaining		Make	and computer aided	pieces and computer	aided design	
	the process they have		To select from a range of	design	aided design	Make	
	used		tools and equipment to	Make	Make	To select from and use a	
	To use a range of small		perform practical tasks	To select from and use a	To select from and use a	wider range of tools and	
	tools, including		e.g., cutting, shaping,	wider range of tools and	wider range of tools and	equipment to perform	
	scissors, paint brushes		joining and finishing	equipment to perform	equipment to perform	practical tasks accurately	
	and cutlery		Evaluate	practical tasks accurately	practical tasks	e.g., cutting, shaping,	
			To explore and evaluate a	e.g., cutting, shaping,	accurately e.g., cutting,	joining and finishing	
			range of existing products	joining and finishing	shaping, joining and	To select from a wider	
			To evaluate their ideas	To select from a wider	finishing	range of materials and	
			against the design criteria	range of materials and	To select from a wider	components, including	
			Technical Knowledge	components, including	range of materials and	construction materials,	
			To build structures,	construction materials,	components, including	textiles and ingredients,	
			exploring how they can be	textiles and ingredients,	construction materials,	according to properties	
			made stronger, stiffer and	according to properties	textiles and ingredients,	and aesthetic qualities	
			more stable	and aesthetic qualities	according to properties	Evaluate	
			more stable	Evaluate			
					and aesthetic qualities	To investigate and	
				To investigate and analyse	Evaluate	analyse a range of	
				a range of existing	To investigate and	existing products	
				products	analyse a range of	To evaluate their ideas	



		To evaluate their ideas and	existing products	and products against	
		products against their own	To evaluate their ideas	their own design criteria	
		design criteria	and products against	To consider the views of	
		To consider the views of	their own design criteria	others to improve their	
		others to improve their	To consider the views of	work	
		work		To understand how key	
			others to improve their		
		To understand how key	work	events and individuals in	
		events and individuals in	To understand how key	design and technology	
		design and technology	events and individuals in	have helped shape the	
		have helped shape the	design and technology	world	
		world	have helped shape the	Technical Knowledge	
		Technical Knowledge	world	To apply their	
		To apply their	Technical Knowledge	understanding of how to	
		understanding of how to	To apply their	strengthen, stiffen and	
		strengthen, stiffen and	understanding of how to	reinforce more complex	
		reinforce more complex	strengthen, stiffen and	structures	
		structures	reinforce more complex		
			structures		
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Throug	igh creative and practi	cal activities nunils should be	taught the knowledge and skills	Textiles	igning and making. These sho	auld work in a range of releva	int contexts
Curriculum	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand ELG To be new show resiling persent face of the persent face of the persent face of the persent face of the persent form to show the persent face of the perse	be confident to try w activities and w independence, lience and severance in the e of challenge safely use and lore a variety of cerials, tools and iniques, erimenting with our, design, texture, in and function share their ations, explaining process they have	Pear 1 Design To design purposeful, functional and appealing puppets for themselves and other users based on design criteria To generate, develop, and communicate ideas through talking, drawing and, where appropriate, communication technology Make To select from a range of tools and equipment to perform practical tasks e.g. for cutting, joining, shaping and finishing Evaluate To explore and evaluate a range of existing products To evaluate their ideas against the design criteria Technical Knowledge	Pear 2 Design To design purposeful, functional and appealing T-shirts for themselves and other users based on design criteria To generate, develop, and communicate ideas through talking, drawing and, where appropriate, communication technology Make To select from a range of tools and equipment to perform practical tasks e.g. for cutting, joining, shaping and finishing Evaluate To explore and evaluate a range of existing products To evaluate their ideas against the design criteria Technical Knowledge	Year 3	Pear 4 Design To use research and develop design criteria to inform the design of bags (decorative textile design project) that are fit for purpose and aimed at individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Make To select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing To select from a wider range of materials and components, including materials and textiles according to properties and aesthetic qualities Evaluate To understand how key	Year 5 Design To use research and develop design criteria to inform the design of a collage depicting buildings that is fit for purpose and aimed at individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Make To select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing To select from a wider range of materials and components, including materials and textiles according to properties and aesthetic qualities Evaluate To investigate and analyse a range of existing products To evaluate their ideas	Pear 6 Design To use research and develop design criteria to inform the design pillow cases that are fit for purpose and aimed at individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Make To select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing To select from a wider range of materials and components, including materials and textiles according to properties and aesthetic qualities Evaluate To investigate and analyse a range of existing products To evaluate their ideas



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				design and technology	and products against	own design criteria
				have helped shape the	their own design criteria	To consider the views of
				world	To consider the views of	others to improve their
					others to improve their	work
					work	To understand how key
					To understand how key	events and individuals in
					events and individuals in	design and technology
					design and technology	have helped shape the
					have helped shape the	world
					world	Technical Knowledge
					Technical Knowledge	_
					To apply their	
					understanding of how to	
					strengthen, stiffen and	
					reinforce structures	
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Curriculum	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand					Design		Design
					To use research and		To use research and
					develop design criteria		develop design criteria to
					to inform the design of		inform the design of a
					torches that are fit for		functioning fairground
					purpose and aimed at		ride using a motor that is
					individuals or groups		fit for purpose and aimed
					To generate, develop,		at individuals or groups
					model and communicate		To generate, develop,
					their ideas through		model and communicate
					discussion, annotated		their ideas through
					sketches, cross-sectional		discussion, annotated
					and exploded diagrams,		sketches, cross-sectional
					prototypes, pattern		and exploded diagrams,
					pieces and computer		prototypes, pattern pieces
					aided design		and computer aided
					Make		design
					To select from and use a		Make
					wider range of tools and		To select from and use a
					equipment to perform		wider range of tools and
					practical tasks		equipment to perform
					accurately e.g. cutting,		practical tasks accurately
					shaping, joining and		e.g. cutting, shaping,
					finishing		joining, and finishing.
					To select from a wider		To select from a wider
					range of materials and		range of materials and
					components, including		components, including
					construction materials,		construction materials,
					textiles and ingredients,		textiles and ingredients,
					according to properties		according to properties
					and aesthetic qualities		and aesthetic qualities
					Evaluate		Evaluate
					To investigate and		To investigate and analyse
					analyse a range of		a range of existing
					existing products		products



		To evaluate their ideas	To evaluate their ideas
		and products against	and products against their
		their own design criteria	own design criteria
		To consider the views of	To consider the views of
		others to improve their	others to improve their
		work	work
		To understand how key	To understand how key
		events and individuals in	events and individuals in
		design and technology	design and technology
		have helped shape the	have helped shape the
		world	world
		Technical Knowledge	Technical Knowledge
		To apply their	To apply their
		understanding of	understanding of
		computing to program,	computing to program,
		monitor and control	monitor and control their
		their products	products