



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal</b></p> <p><u>EAD: Creating with materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>PD: Fine motor skills</u> Use a range of small tools, including scissors and paintbrushes. Begin to show accuracy and care when drawing.</p>	<p><b>Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making To design purposeful, functional, appealing products for themselves and other users based on design criteria.</b></p> <p><b>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</b></p>		<p><b>Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</b></p> <p><b>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</b></p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</b></p>		<p><b>Carry out research using interviews and web based research to identify the needs, wants, preferences and values of particular individuals and groups</b></p> <p><b>Generate, develop, model and communicate their innovative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, drawing on their research</b></p> <p><b>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</b></p> <p><b>Accurately apply a range of finishing techniques, including those from art and design.</b></p> <p><b>Draw up a specification for their design- link with Mathematics and Science.</b></p> <p><b>Plan the order of their work, choosing appropriate materials, tools and techniques.</b></p> <p><b>Suggest alternative methods of making if the first attempts fail.</b></p> <p><b>Identify the strengths and areas for development in their ideas and products.</b></p> <p><b>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</b></p> <p><b>Annotate work to show techniques, likes, dislikes, suggestions for improvements/changes to be made</b></p>	
<p>Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Learning about planning and adapting initial ideas to make them better.</p>	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to record simple explorations in a sketch book</p> <p>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, state what products they are designing and making</p> <p>Follow simple design criteria.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to develop their ideas through talk and drawings in a sketchbook</p> <p>Say whether their products are for themselves or other users</p> <p>Describe what their products are for</p> <p>Say how their products will work</p> <p>Make templates and mock ups of their ideas in card and paper or using a simple computer program.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Use a sketchbook to begin to plan and develop their simple design ideas through discussion, observation, drawing and modelling.</p> <p>Work confidently within a range of contexts, such as local community, industry and the wider environment</p> <p>Use simple design criteria to help develop their own ideas</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>State what products they are designing and making and identify a purpose for what they intend to design and make.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Make templates and mock ups of their ideas in card and paper or using a computer program.</p> <p>Say whether their products are for themselves or other users</p> <p>Describe and explain what their products are for</p> <p>Explain how their products will work</p> <p>Say how they will make their products suitable for their intended users</p>	<p>With growing confidence, generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Start to understand whether products can be recycled or reused.</p> <p>Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics</p> <p>Use a sketchbook to express feelings about a design</p> <p>Annotate ideas for improving their work through keeping notes in a sketchbook</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Maths and Science.</p> <p>Use a sketchbook to gather information about the needs and wants of particular individuals and groups; collect and record visual information from different sources</p> <p>Develop their own design criteria and use to inform their ideas, as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>In a sketchbook, confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning consider the views of others, incl intended users, to improve their work.</p> <p>Learn about inventors, designers, engineers, chefs, manufacturers who have developed ground -breaking products.</p> <p>When planning explain choice of materials and components according to function and aesthetics.</p> <p>Express likes and dislikes through annotated sketches</p> <p>Use sketchbook to adapt and improve original ideas</p> <p>Keep notes to indicate intentions/ purpose of a piece of work</p>	<p>Carry out research, using surveys and, questionnaires to identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces, focussing on the needs of the user.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with Mathematics and Science.</p> <p>Use results of investigations, information sources, including Computing when developing design ideas.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Adapt work as and when necessary and explain why</p>	<p>Carry out research using interviews and web based research to identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Generate, develop, model and communicate their innovative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, drawing on their research</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Annotate work to show techniques, likes, dislikes, suggestions for improvements/changes to be made</p>



**DT Progression Framework – Making: Working with tools, equipment, materials and components to make quality products**



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>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</p>		<p>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</p>			
<p>Play in the different creative areas available e.g. dough, painting, printing, joining, woodwork. Begin to create their design using basic techniques. Start to build structures, joining components together. Enjoy using a range of tools e.g. cutters, scissors, hammers, screwdrivers, PVA glue, glue sticks, fingers, hands, chalk Use and begin to control a range of media Confidently use a wide range of joining materials for a specific purpose Draw and paint on different surfaces and coloured paper e.g. paint on black paper With support, being to design what they intend to make Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.</p>	<p>With help select from a range of tools and equipment, explaining their choices i.e. simple construction materials and kits, textiles, basic food ingredients, simple mechanical and electrical components. With help, select from a range of materials and components according to their characteristics Begin to make their design using appropriate techniques. With support, follow procedures for safety and hygiene i.e. learn how to handle tools correctly and hand washing. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>Select from a range of tools and equipment, explaining their choices i.e. simple construction materials and kits, textiles, basic food ingredients, simple mechanical and electrical components. Select from a range of materials and components according to their characteristics Follow procedures for safety and hygiene i.e. know how to handle tools correctly and wash hands independently. Begin to build structures With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p>Select and name a wider range of tools and equipment suitable for the task i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select and explain their choice of materials and components suitable for the task Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Science link- Know how simple electrical circuits and components can be used to create functional products Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Select and name a wider range of tools and equipment suitable for making their product safely Explain their choice of tools Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Know how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Continue to learn how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Now sew using a range of different stitches, to weave and knit. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including computing.</p>	<p>Produce appropriate lists of tools, equipment and materials that they need for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Formulate step-by-step plans as a guide to making Understand that mechanical and electrical systems have an input, process and output. Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including computing.</p>	<p>Produce appropriate lists of tools, equipment and materials that they need for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Formulate step-by-step plans as a guide to making 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. Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>



**DT Progression Framework – Evaluating including Inventors, Designers, Engineers, Chefs and Manufacturers (KS2 only)**



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p><b>Early Learning Goal</b></p> <p><i>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p>	<p><b>Explore and evaluate a range of existing products</b>  <i>To investigate existing products and express likes or dislikes</i>  <b>Explore:</b>  <i>what products are</i></p> <ul style="list-style-type: none"> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul> <p><b>Evaluate their ideas and products against design criteria</b>  <i>To talk about their design ideas and what they are making</i>  <i>To make simple judgements about their products and ideas against design criteria</i>  <i>To suggest how their products could be improved</i></p>		<p><b>Investigate and analyse a range of existing products</b>  <i>To explore and evaluate existing products, expressing likes and dislikes and making suggestions for improvements/changes to be made</i>  <b>Investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul> <p><b>Lower KS2 pupils should also investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> <p><b>Upper KS2 pupils should also investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul> <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b>  <i>To identify the strengths and areas for development in their ideas and products</i>  <i>To consider the views of others, including intended users, to improve their work</i></p> <p><b>In lower KS2, pupils should also:</b></p> <ul style="list-style-type: none"> <li>• refer to their design criteria as they design and make</li> <li>• use their design criteria to evaluate their completed products</li> </ul> <p><b>In upper KS2, pupils should also:</b></p> <ul style="list-style-type: none"> <li>• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• evaluate their ideas and products against their original design specification</li> </ul> <p><b>Understand how key events and individuals in design and technology have helped shape the World</b>  <i>To know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</i></p>		<p>Start to evaluate a product against the original design specification and by carrying out tests.            Evaluate their work both during and at the end of the project.            Begin to evaluate it personally and seek evaluation from others.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Continue to explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>		<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.            Evaluate their work both during and at the end of the project.            Record their evaluations using drawings with labels.            Evaluate against their original criteria and suggest ways that their product could be improved.            Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Continue to explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>
<p>Look and talk about what they have produced            Say what they like and do not like about items they have made and attempt to say why.            Begin to talk about their designs as they develop and identify good and bad points.            Start to talk about changes made during the making process.            Discuss how closely their finished products meet their design criteria.</p>	<p>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 products and why.            Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their work against their design criteria.            Look at a range of existing products explain what they like and dislike about products and why.            Start to evaluate their 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.</p>	<p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.            Begin to disassemble and evaluate familiar products and consider the views of others to improve them.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Evaluate their products carrying out appropriate tests.            Start to evaluate their work both during and at the end of the project.            Be able to disassemble and evaluate familiar products and consider the views of others to improve them.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Start to evaluate a product against the original design specification and by carrying out tests.            Evaluate their work both during and at the end of the project.            Begin to evaluate it personally and seek evaluation from others.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Continue to explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.            Evaluate their work both during and at the end of the project.            Record their evaluations using drawings with labels.            Evaluate against their original criteria and suggest ways that their product could be improved.            Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.            Evaluate the key designs of individuals in design and technology has helped shape the world.            Continue to explore the work of a range of Inventors, Designers, Engineers, Chefs and Manufacturers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	



**DT Progression Framework – Technical Knowledge**



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal</b></p> <p><i>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p>	<p><b>Build structures, exploring how they can be made stronger, stiffer and more stable (see 3D Art progression)</b></p> <p>To know how freestanding structures can be made stronger, stiffer and more stable</p> <p>To use this understanding to make my structure stronger, stiffer and more stable</p> <p><b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</b></p> <p>To know about the simple working characteristics of materials and components</p> <p>To learn about the movement of simple mechanisms such as levers, sliders, wheels and axles</p>	<p><b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (see 3D Art progression)</b></p> <p>To make freestanding structures stronger, stiffer and more stable</p> <p>To know that materials have both functional properties and aesthetic qualities</p> <p>To understand that materials can be combined and mixed to create more useful characteristics</p> <p><b>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</b></p> <p>To understand and use mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p><b>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</b></p> <p>To know how to use learning from science to help design and make products that work</p> <p>To know that mechanical and electrical systems have an input, process and output</p> <p>To use the correct technical vocabulary for the projects they are undertaking</p> <p><b>Apply their understanding of computing to program, monitor and control their products.</b></p> <p>To program a computer to monitor changes in the environment and control their products</p>	<p>To begin to understand how mechanical systems such as levers and linkages or pneumatic systems create movement •</p> <p>To know how simple electrical circuits and components can be used to create functional products</p> <p>To know how to program a simple computer program to control their products</p> <p>To know how to make strong, stiff shell structures</p> <p>To know that a single fabric shape can be used to make a 3D textiles product</p> <p>That food ingredients can be fresh, pre-cooked and processed</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>To understand and use mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>Explain how electrical circuits and components can be used to create functional products</p> <p>To program a computer program to control their products</p> <p>To know how to make strong, stiff shell structures</p> <p>To know that a single fabric shape can be used to make a 3D textiles product</p> <p>That food ingredients can be fresh, pre-cooked and processed</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Know how mechanical systems such as cams or pulleys or gears create movement</p> <p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p> <p>Reinforce and strengthen a 3D framework</p> <p>Use a combination of fabric shapes to make a 3D textiles product</p> <p>Adapt recipes by adding or substituting one or more ingredients</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Explain how mechanical systems such as cams or pulleys or gears create movement</p> <p>Understand and explain how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p> <p>Reinforce and strengthen a 3D framework</p> <p>Use a combination of fabric shapes to make a 3D textiles product</p> <p>Adapt recipes by adding or substituting one or more ingredients</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>
<p>Learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</p> <p>Learn how everyday objects work by dismantling things</p> <p>Work with a variety of malleable media such as clay, salt dough and play doh and uses scissors to cut these in half</p>	<p>Use a range of materials to make freestanding structures stronger, stiffer and more stable</p> <p>Learn that a 3-D textiles product can be assembled from two identical fabric shapes</p> <p>With support explain the simple working characteristics of materials and components</p> <p>Learn about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p>Know that food ingredients should be combined according to their sensory characteristics</p> <p>To begin to use the correct technical vocabulary for the projects they are undertaking</p>	<p>Use a range of materials to make freestanding structures stronger, stiffer and more stable</p> <p>Make a 3-D textiles product which should be assembled from two identical fabric shapes</p> <p>Explain the simple working characteristics of materials and components</p> <p>Use simple mechanisms such as levers, sliders, wheels and axles and explain how they move</p> <p>Know that food ingredients should be combined according to their sensory characteristics</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>To begin to understand how mechanical systems such as levers and linkages or pneumatic systems create movement •</p> <p>To know how simple electrical circuits and components can be used to create functional products</p> <p>To know how to program a simple computer program to control their products</p> <p>To know how to make strong, stiff shell structures</p> <p>To know that a single fabric shape can be used to make a 3D textiles product</p> <p>That food ingredients can be fresh, pre-cooked and processed</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>To understand and use mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>Explain how electrical circuits and components can be used to create functional products</p> <p>To program a computer program to control their products</p> <p>To know how to make strong, stiff shell structures</p> <p>To know that a single fabric shape can be used to make a 3D textiles product</p> <p>That food ingredients can be fresh, pre-cooked and processed</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Know how mechanical systems such as cams or pulleys or gears create movement</p> <p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p> <p>Reinforce and strengthen a 3D framework</p> <p>Use a combination of fabric shapes to make a 3D textiles product</p> <p>Adapt recipes by adding or substituting one or more ingredients</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Explain how mechanical systems such as cams or pulleys or gears create movement</p> <p>Understand and explain how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p> <p>Reinforce and strengthen a 3D framework</p> <p>Use a combination of fabric shapes to make a 3D textiles product</p> <p>Adapt recipes by adding or substituting one or more ingredients</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>



**DT Progression Framework – Cooking and Nutrition** (Also see Science- Animals inc. Humans)



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal</b></p> <p><i>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p>	<p><b>Use the basic principles of a healthy and varied diet to prepare dishes</b></p> <p>To name and sort foods into the five groups in The Eatwell plate</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day</p> <p>To know how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>To learn how to use techniques such as cutting, peeling and grating</p> <p><b>Understand where food comes from</b></p> <p><i>To understand that all food comes from plants or animals</i></p> <p><i>To know that food has to be farmed, grown elsewhere (e.g. home) or caught</i></p>		<p><b>Understand and apply the principles of a healthy and varied diet</b></p> <p><b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</b></p> <p>To prepare a range of predominantly savoury dishes using a range of ingredients safely and hygienically including, where appropriate, the use of a heat source</p> <p>To use a variety of cooking techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p><b>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</b></p> <p>To know that food is grown (such 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</p>			
<p>Begin to understand some of the tools, techniques and processes involved in food preparation. Have basic hygiene awareness.</p> <p>Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients.</p> <p>Begin to work safely and hygienically.</p> <p>Start to think about the need for a variety of foods in a diet.</p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort food into healthy and unhealthy</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to peel, cut, grate, mix and mould foods (with close supervision).</p>	<p>Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Chn to understand and discuss how important it is for humans to eat a balanced diet, exercise regularly and maintain good hygiene (hand washing and teeth brushing).</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Chn to name and identify food in each of the five food groups: (1) fruit and vegetables; (2) bread, rice, potatoes, cereal and pasta; (3) milk and dairy (4) meat, fish, eggs and beans; (5) food and drink high in fat/sugar</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate' (Chn make a healthy and unhealthy food plate in Science)</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to peel, cut, grate, mix and mould foods (with supervision).</p>	<p>Start to know that food is grown (such 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.</p> <p>Chn to explore the nutritional content of food and how humans obtain nutrition from the food they eat (Science)</p> <p>Chn to understand the nutrition value in food from each food group (Science)</p> <p>To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate and that to be active and healthy, food and drink are needed to provide energy for the body</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Using toasters and microwaves with supervision).</p>	<p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (using toasters and microwaves with supervision)</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>To know that seasons may affect the food available</p> <p>To know how food is processed into ingredients that can be eaten or used in cooking</p> <p>Cut, mix and mould and begin to use hobs to heat food with appropriate supervision.</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>	<p>Chn to explain how diet and exercise affect body weight and can have other negative/positive impacts on our body (Science)</p> <p>Know that food is grown (such 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.</p> <p>Understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Chn should know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate.</p> <p>To adapt recipes to change the appearance, taste, texture and aroma</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>