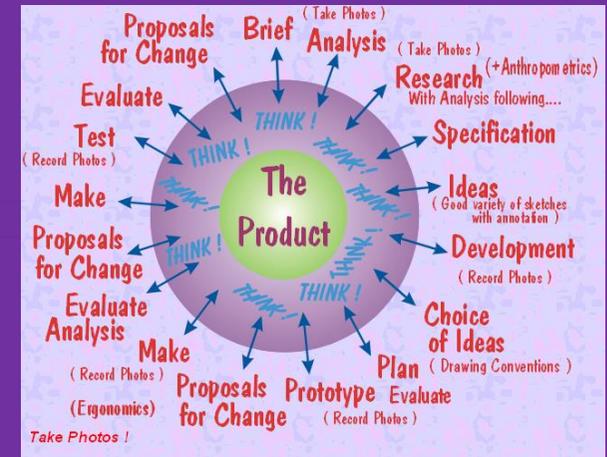


Curriculum Skills and Progression Map Design & Technology: 2025 to 2026



Nebula
where stars are born



The Design and Technology Curriculum and Christian Distinctiveness
at Horsford CofE VA Primary School

“The Lord has made everything for its own purpose,” Proverbs 16:4

Courage – While exploring Design & Technology, we hope that children will feel courageous to explore new and challenging concepts to design, create and evaluate products that may be far from their usual interests or ‘comfort zone’.

Compassion – An essential part of Design & Technology is the ability to objectively evaluate how successful our endeavours were. We recognise that not all of our attempts will turn out the way we wanted, and that this is an important part of the Design & Technology process. We encourage the children to show compassion to themselves and others as they go through this process.

Responsibility – At Horsford C.E. V.A. Primary school, we give the children all the support they need with tackling new Design & Technology challenges, and we instil that it is their responsibility to always try the best they can – whatever their initial ability might be, and to take care of the Design & Technology resources they use with increasing care and attention.

Our story of ‘The Good Samaritan’ teaches the children to work together and to support each other in their Design & Technology learning, even if they would not usually choose to be friends.

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’





The Design and Technology Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Design and Technology curriculum can be adapted to meet the needs of children with SEND in the following ways.

Coloured Paper or recycled paper to minimise visual stress	Having a study buddy
Breaking down lessons into short, manageable chunks	Checking seating position – sight problems – near the back for sensory needs
Mixed ability groups – using peers as support and role models	Writing slopes
Adult assistance nearby	Whiteboards for practising writing or note taking (flowing)
Recording ideas on whiteboards as an aide memoire	A safe/quiet space in or near the classroom
Recording devices to record their answers/sentences – talking tins, iPad	Special interest projects linked to and alongside class learning
My Turn/Your Turn	Proud/success book
Breaks	Social stories
Targets made clear for lessons and learning – linked to IEP	Extra time for the trickier tasks
Now/Next	Visual and picture aids
Visual Timetables – class and individual	Pencil grippers – variety of pens and pencils
Coloured Paper for visual stress	Variety of pens/writing implements
Cushions for seats – wobble and wedge cushions	Success book
Headphones/ear defenders	Ask the child what they need
Gloves/Plastic Paper (So don't have to touch paper)	Tall tables where children can stand and work
Word lists of key vocabulary for pre-learning and as prompts	Trying a 1:1 adult/adult nearby
Relevant word banks of common language for different subjects	

When planning for Design and Technology class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

DESIGN & TECHNOLOGY: AGE RELATED STATUTORY COVERAGE

EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><u>Expressive Arts and Design</u> EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><u>DESIGN</u></p> <ul style="list-style-type: none"> • Talk about what they want to make <p><u>MAKE</u></p> <ul style="list-style-type: none"> • Use a variety of tools and materials to make models. <p>Creating with materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; <p>Physical development: Fine Motor Skills ELG</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently. <p><u>EVALUATE</u></p> <ul style="list-style-type: none"> • Be excited about what they have made • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>DESIGN</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology <p>MAKE</p> <ul style="list-style-type: none"> • 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, ingredients according to their characteristics <p>EVALUATE</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate ideas and products against design criteria <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • 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. <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop 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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> • 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>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals have helped shape the world <p>TECHNICAL</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control products. <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • 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 and know where and how a variety of ingredients are grown, reared, caught and processed.

Skills Map – Design & Technology

Early Years

Reception Statements

	Design	Make	Evaluate
Objectives	<ul style="list-style-type: none"> • Talk about what they want to make, individually and collaboratively. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently. • Use a variety of tools and materials to make models. 	<ul style="list-style-type: none"> • Be excited about what they and others have made • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.
Skills	<ul style="list-style-type: none"> • Think of their own ideas. • Consider which materials to use. • Plan how best to approach a task. 	<ul style="list-style-type: none"> • Select appropriate resources & tools. • Work safely and hygienically with support. • Join materials, using tape or glue. 	<ul style="list-style-type: none"> • Describe the making process and say if their product works as they wanted it to and if they like it or not.

Design Inquiry

Design and Technology is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and computing work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore designing and making skills independently throughout the week.

Greater Depth

Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

Skills Map – Design & Technology

Year 1

Cooking	Technical Knowledge	Design	Make	Evaluate
<p>Explain that all food comes from plants or animals.</p> <p>To prepare dishes.</p> <p style="text-align: center;">Picnic - Couscous salad with chopped seasonal veg (Food and Nutrition)</p>	<p>Build simple structures, working with an adult to make them stronger, stiffer and more stable.</p> <p style="text-align: center;">Build a home – cardboard frame (Construction)</p> <p>Explore products that could have mechanisms attached to them.</p> <p style="text-align: center;">Pop-up wolf – levers and sliders (Mechanisms)</p>	<p>Design products that have a purpose for at an intended user.</p> <p>Explain how their products will look and work through talking and simple drawings using templates.</p>	<p>Discuss materials, textiles and components according to their characteristics.</p> <p>With support, measure, mark out, cut, shape and score materials with some accuracy.</p> <p>Demonstrate how to cut, shape, manipulate and join fabric to make a simple product.</p>	<p>As they work, start to identify strengths and possible changes they might make to refine their existing design.</p>

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Skills Map – Design & Technology

Year 2

Cooking	Technical knowledge	Design	Make	Evaluate
<p><u>Explain where in the world different foods originate from; that all food comes from plants or animals and has to be farmed, grown elsewhere (e.g. home) or caught.</u></p> <p>To <u>design</u> and prepare dishes.</p> <p style="text-align: center;">Tea party – cheese scones (Food and nutrition)</p>	<p>Build simple structures, <u>exploring</u> how they can be made stronger, stiffer and more stable.</p> <p>Explore <u>and create</u> products using mechanisms, such as levers, sliders and wheels.</p> <p style="text-align: center;">Pneumatic car with wheels and axels (Mechanisms and Construction)</p>	<p>Design products, <u>generated by knowledge of existing products</u>, that have a purpose for an intended user.</p> <p>Explain how their products will look and work through talking and simple <u>annotated</u> drawings.</p>	<p><u>Select a range of materials, textiles and components according to their characteristics.</u></p> <p><u>With some help</u>, measure and mark out, cut, shape and score materials with some accuracy.</p> <p>Demonstrate how to cut, shape, manipulate and join fabric to make a simple product <u>to create the desired effect</u>.</p> <p style="text-align: center;">Animal mask with fixing and manipulating of textiles. (Textiles)</p>	<p>As they work, start to identify strengths and possible changes they might make <u>to follow the design criteria</u>.</p>

Greater Depth

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Skills Map – Design & Technology

Year 3

Cooking	Technical Knowledge	Design	Make	Evaluate
<p>Start to know <u>when</u> food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</p> <p>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob. Use a range of techniques such as <u>crushing, grating, cutting and kneading</u></p> <p style="text-align: center;">Pizza – making dough and cutting veg (Food and Nutrition)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more <u>complex</u> structures.</p> <p>Demonstrate how mechanical systems have an <u>input and output process and how these create movement</u>.</p> <p style="text-align: center;">Puppet person – linkages and levers (Mechanisms) Cam toy animal – cams and followers (Mechanisms)</p>	<p>Use their <u>knowledge of a broad range of existing products</u> to help generate their <u>ideas</u> for a customer.</p> <p>Explain <u>how particular parts of their products work</u> using annotated sketches to support this.</p>	<p>Select from a range of materials and components <u>according to their aesthetic qualities</u>.</p> <p>With <u>growing independence</u>, measure and mark out to the nearest <u>cm</u>. Cut, shape and score materials with some degree of accuracy.</p> <p>Demonstrate how to <u>measure</u>, cut, shape and join fabric with some accuracy to make a simple product.</p>	<p>Consider their design criteria <u>as they make progress, being willing to alter their plans</u> to improve their product.</p>

Greater Depth

Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

Skills Map – Design & Technology

Year 4

Cooking	Technical Knowledge	Design	Make	Evaluate
<p>Start to know when, <u>where and how</u> food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; <u>explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes</u>.</p> <p>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob.</p> <p>Use a range of techniques such as <u>mashing, whisking, crushing, grating, cutting and blending</u>.</p> <p style="text-align: center;">Lentil soup (Food and Nutrition)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>in order to create more useful characteristics of products</u>.</p> <p style="text-align: center;">Bridges of the world – Test strength (Construction)</p> <p><u>Understand, demonstrate and explain</u> how mechanical systems have an input and output process.</p>	<p>Use their knowledge of a broad range of existing products to help generate their ideas and <u>identify features of their product that will appeal to the customer</u>.</p> <p>Explain how particular parts of their products work using annotated sketches to <u>communicate their ideas and clear purpose</u>.</p>	<p>Select from a range of materials and components according to <u>their functional properties</u> and aesthetic qualities.</p> <p>With growing independence, measure and mark out to the nearest <u>cm and mm</u>; Cut, shape and score materials with some degree of accuracy.</p> <p>Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product <u>including joining textiles with an appropriate sewing technique such as running or whip stitch</u>.</p> <p style="text-align: center;">Bookmark – with running or whip stitch (Textiles)</p>	<p>Consider their design criteria as they make progress and are willing to alter their plans, <u>considering the views of others to improve their product against their original design criteria</u>.</p>

Greater Depth

Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

Skills Map – Design & Technology

Year 5

Cooking	Technical Knowledge	Design	Make	Evaluate
<p><u>Know, explain and give examples of food that is grown</u> (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; <u>understand about seasonality and link what ingredients they're choosing directly to the Eatwell guide.</u></p> <p>Demonstrate how to use a range of cooking techniques, such as <u>grilling, frying, roasting and boiling. Alter methods, cooking times and/or temperatures.</u></p> <p style="text-align: center;">Meal before take-off – cheesy veg pasta bake (Food and Nutrition)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>Understand and demonstrate that mechanical systems have an input, process and output; <u>explaining how mechanical systems such as cams or pulleys create movement.</u></p> <p style="text-align: center;">London Eye – pulley system (Mechanisms)</p>	<p>Use their knowledge of a broad range of existing products to help generate their ideas <u>by using research to help inform and develop ideas.</u></p> <p>Explain how particular parts of their products work <u>with a range of ideas that are annotated and have cross-sectional drawings.</u></p>	<p>Select from a range of materials and components according to their functional properties and aesthetic qualities. <u>With growing confidence, select from a wide range of tools and equipment, explaining their choices.</u></p> <p>Use a full range of materials and components, including <u>construction materials, textiles, and mechanical components.</u> Cut a range of materials with <u>precision and accuracy.</u></p> <p>Demonstrate how to measure, <u>make a seam allowance, tape, pin, cut, shape</u> and join fabric <u>with precision</u> to make a more <u>complex</u> product including joining textiles using a greater variety of stitches, such as <u>backstitch, whip stitch, blanket stitch.</u></p> <p style="text-align: center;">Pencil rolls – with backstitch or blanket stitch. (Textiles)</p>	<p><u>Change their product through critically evaluating the quality of design</u> and fitness for purpose against their design criteria.</p>

Greater Depth

Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

Skills Map – Design & Technology

Year 6

Cooking	Technical Knowledge	Design	Make	Evaluate
<p>Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; <u>Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles of the Eatwell Guide when planning and preparing dishes.</u></p> <p>Demonstrate how to use a range of cooking techniques, such as <u>grilling, frying, roasting, baking and boiling. Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma</u> independently follow a recipe.</p> <p style="text-align: center;">Bread making – focaccia (Food and Nutrition)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>Understand and demonstrate that mechanical and electrical systems have an input, process and output. Apply their understanding of computing to program, monitor and control a product.</p> <p style="text-align: center;">Programmed electric circuits – Dice Light game (Computer Aided)</p>	<p>Use their knowledge of a broad range of existing products to help generate their ideas by using research to develop detailed design criteria of both functional and appealing products to fit the purpose.</p> <p>Explain how particular parts of their products work with a range of ideas that are annotated and have cross-sectional drawings – making its purpose and particular design features clear.</p>	<p>Select from a range of materials and components according to their functional properties and aesthetic qualities. <u>With growing confidence, select from a wide range of tools and equipment, explaining their choices.</u></p> <p>Use a full range of materials and components, including <u>construction materials and kits, textiles, and mechanical components.</u> Cut a range of materials with <u>precision and accuracy.</u></p> <p>Demonstrate how to measure, make allowance, tape, pin, cut, clamp, shape and join materials with <u>precision</u> to make a more complex product.</p> <p style="text-align: center;">Birdfeeder – woodwork (Construction)</p>	<p>Change their product through critically evaluating the quality, manufacture and fitness of the design against their design criteria.</p>

Greater Depth

Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

DESIGN & TECHNOLOGY: VOCABULARY MAP

	Autumn	Spring	Summer
EYFS	<p style="text-align: center;"><u>Three Little Pigs</u> plan, materials, join</p> <p style="text-align: center;"><u>Robots</u> ideas, join, materials, safely, tools</p>	<p style="text-align: center;"><u>Monsters</u> creations, describe, ideas, join, materials, plan, safely, tools</p> <p style="text-align: center;"><u>Superheroes</u> describe, ideas, join, materials, safely, tools</p>	<p style="text-align: center;"><u>Mini-monsters</u> join, safely, tools, describe</p>
Year 1	<p style="text-align: center;"><u>Pop-up wolf</u> Pop-up, wolf, structure, strong, stiff, material, slider, lever, design, make, evaluate, peer</p>	<p style="text-align: center;"><u>Build a home</u> Cut, fold, wall, roof, door, frame, strong, stiff, material, design, make, evaluate, peer</p>	<p style="text-align: center;"><u>Couscous salad</u> Carbohydrates, vegetables, fruit, heat, boil, chop, grate, season</p>
Year 2	<p style="text-align: center;"><u>Cheese scones</u> Eatwell, carbohydrates, vegetables, fruit, protein, dairy, spread, mixture, cut, bake</p>	<p style="text-align: center;"><u>Animal Mask</u> Materials, design criteria, diagrams, purpose, tape, cut, shape, fabric, join, glue, template</p>	<p style="text-align: center;"><u>Pneumatic car</u> Pneumatic, air, level, distance, stable, axel, wheels, rotate, weight, design, cut, shape, evaluate</p>
Year 3	<p style="text-align: center;"><u>Pizza</u> Eatwell, balanced diet, grate, crush, knead, mix, melt, oven, temperature, burn</p>	<p style="text-align: center;"><u>Linkage and lever puppet</u> Structure, strong, stable, design, cut, shape, shadow, light, linkage, lever, opaque, compare, evaluate</p>	<p style="text-align: center;"><u>Cam toy animal</u> Cam, follower, slide, crank, circular, pear, snail and drop, heart-shaped, spin, drop</p>
Year 4	<p style="text-align: center;"><u>Bookmarks</u> Materials, design criteria, diagrams, purpose, tape, pin, cut, shape, fabric, running stitch, whip stitch</p>	<p style="text-align: center;"><u>Lentil soup</u> Eatwell, balanced diet, stock, boil, simmer, chop, slice, saucepan, temperature, hob</p>	<p style="text-align: center;"><u>Bridges</u> Strengthen, stiffen, reinforce, tension, compression, beam, truss, suspension, arch</p>
Year 5	<p style="text-align: center;"><u>Creamy Pasta and Veg</u> UK, Europe, vegetables, cut, dice, chop, grate, crush, bridge position, the claw, the cross chop</p>	<p style="text-align: center;"><u>London Eye</u> Belt pulley, strengthen, stiffen, reinforce, rotate, tension, weight, height, grooves</p>	<p style="text-align: center;"><u>Pencil roll</u> Materials, design criteria, diagrams, purpose, tape, pin, cut, shape, fabric, back stitch, blanket stitch</p>
Year 6	<p style="text-align: center;"><u>Programmed dice-light game</u> Micro:bit, built-in, accelerometer, program, LED, MakeCode, display, input, output</p>	<p style="text-align: center;"><u>Birdfeeder</u> Open platform, clamp, join, try, side-rail, dimension, hacksaw, sand</p>	<p style="text-align: center;"><u>Focaccia</u> Mix, separate, well, dough, knead, dimple, heat, drizzle, bake</p>

DT Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Three Little Pigs Make a strong house using the foam bricks, over-lapping to make stronger. <i>plan, materials, join</i></p>	<p>Robots Design and make your own junk model robot – joining techniques. <i>ideas, join, materials, safely, tools</i></p>	<p>Monsters Design & make a monstrous mask! <i>creations, describe, ideas, join, materials, plan, safely, tools</i></p>	<p>Superheroes Make a cloak with super-hero decorations taped on. <i>describe, ideas, join, materials, safely, tools</i></p>	<p>Mini-monsters Make a model bug with pipe-cleaner legs that move; evaluate. <i>join, safely, tools, describe</i></p>	
Year 1	<p>Pop up Wolf Design, Make, Evaluate. Technical knowledge – explore and use mechanisms. Levers and Sliders</p>		<p>Build a Home Design, Make, Evaluate. Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable. Cardboard Frame</p>		<p>Picnic Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes Cous Cous salad with chopped seasonal veg</p>	
Year 2	<p>Tea Party Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes Cheese Scones</p>		<p>Animal Mask Design, Make, Evaluate. Technical knowledge – select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Textiles - fixing</p>		<p>Car Design, Make, Evaluate. Technical knowledge – explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Wheels and Axles Pneumatic</p>	
Year 3	<p>Puppet Person Design, make, evaluate. Technical knowledge - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Linkages and levers</p>		<p>Pizza Cooking 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. Making Dough and chopping veg</p>		<p>Moving Animal Design, make, evaluate. Technical knowledge - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Cams and followers</p>	
Year 4	Bookmark		Warm Soup		Bridges of the world	

	<p>Design, make, evaluate. 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>Textiles</p>		<p>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, and know where and how a variety of ingredients are grown.</p> <p>Veggie Bolognese with lentils</p>		<p>Design, make, evaluate. Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Build a bridge and test strength</p>	
Year 5	<p>Meal before take-off 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, and know where and how a variety of ingredients are grown.</p> <p>Creamy Pasta and Veg</p>		<p>London Eye Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Pulley</p>		<p>Pencil Roll Design, make, evaluate. 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>Textiles</p>	
Year 6	<p>Program Dice Light Game Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.</p> <p>Programmed Electric Circuits</p>		<p>Bird Feeder Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Woodwork</p>		<p>Bread Making 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, and know where and how a variety of ingredients are grown.</p> <p>Focaccia</p>	

DT Skills - Progression Ladder

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design skill 1	Explore product designs.	Design products that have a purpose for at an intended user.	Design products, generated by knowledge of existing products , that have a purpose for an intended user.	Use their knowledge of a broad range of existing products to help generate their ideas for a customer.	Use their knowledge of a broad range of existing products to help generate their ideas and identify features of their product that will appeal to the customer.	Use their knowledge of a broad range of existing products to help generate their ideas by using research to help inform and develop ideas.	Use their knowledge of a broad range of existing products to help generate their ideas by using research to develop detailed design criteria of both functional and appealing products to fit the purpose.
Design skill 2	Discuss how products may look different to others.	Explain how their products will look and work through talking and simple drawings using templates	Explain how their products will look and work through talking and simple annotated drawings.	Explain how particular parts of their products work using annotated sketches to support this.	Explain how particular parts of their products work using annotated sketches to communicate their ideas and clear purpose.	Explain how particular parts of their products work with a range of ideas that are annotated and have cross-sectional drawings.	Explain how particular parts of their products work with a range of ideas that are annotated and have cross-sectional drawings – making its purpose and particular design features clear.
Make skill 1	Explore a range of materials and tools.	Discuss materials, textiles and components according to their characteristics	Select a range of materials, textiles and components according to their characteristics.	Select from a range of materials and components according to their aesthetic qualities.	Select from a range of materials and components according to their functional properties and aesthetic qualities.	Select from a range of materials and components according to their functional properties and aesthetic qualities. With growing confidence, select from a wide range of tools and equipment, explaining their choices.	Select from a range of materials and components according to their functional properties and aesthetic qualities. With growing confidence, select from a wide range of tools and equipment, explaining their choices.
Make skill 2	Begin to measure different materials and objects based on their visual size.	With support, measure, mark out, cut, shape and score materials with some accuracy	With some help , measure and mark out, cut, shape and score materials with some accuracy.	With growing independence , measure and mark out to the nearest cm . Cut, shape and score materials with some degree of accuracy.	With growing independence, measure and mark out to the nearest cm and mm ; Cut, shape and score materials with some degree of accuracy.	Use a full range of materials and components, including construction materials, textiles, and mechanical components. Cut a range of materials with precision and accuracy.	Use a full range of materials and components, including construction materials and kits , textiles, and mechanical components. Cut a range of materials with precision and accuracy.

Make skill 3	Begin to cut fabrics to make products.	Demonstrate how to cut, shape, manipulate and join fabric to make a simple product.	Demonstrate how to cut, shape, manipulate and join fabric to make a simple product to create the desired effect.	Demonstrate how to measure , cut, shape and join fabric with some accuracy to make a simple product.	Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product including joining textiles with an appropriate sewing technique such as running or whip stitch.	Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product including joining textiles using a greater variety of stitches, such as backstitch , whip stitch, blanket stitch.	Demonstrate how to measure, make allowance , tape, pin, cut, clamp , shape and join materials with precision to make a more complex product.
Evaluate	Begin to explore materials and tools that could change their product.	As they work, start to identify strengths and possible changes they might make to refine their existing design	As they work, start to identify strengths and possible changes they might make to follow the design criteria.	Consider their design criteria as they make progress, being willing to alter their plans to improve their product.	Consider their design criteria as they make progress and are willing to alter their plans, considering the views of others to improve their product against their original design criteria.	Change their product through critically evaluating the quality of design and fitness for purpose against their design criteria.	Change their product through critically evaluating the quality, manufacture and fitness of the design against their design criteria.
Technical	Explore building structures that stay together.	Build simple structures, working with an adult to make them stronger, stiffer and more stable.	Build simple 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.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.
Technical knowledge skill	Explore products that have moving parts and discuss what they do.	Explore products that could have mechanisms attached to them.	Explore and create products using mechanisms, such as levers, sliders and wheels.	Demonstrate how mechanical systems have an input and output process and how these create movement.	Understand, demonstrate and explain how mechanical systems have an input and output process.	Understand and demonstrate that mechanical systems have an input, process and output; explaining how mechanical systems such as cams or pulleys create movement.	Understand and demonstrate that mechanical and electrical systems have an input, process and output. Apply their understanding of computing to program, monitor and control a product.

Cooking skill 1		<p>Explain that all food comes from plants or animals.</p>	<p>Explain where in the world different foods originate from; that all food comes from plants or animals and has to be farmed, grown elsewhere (e.g. home) or caught.</p>	<p>Start to know when food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</p>	<p>Start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.</p>	<p>Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; understand about seasonality and link what ingredients they're choosing directly to the Eatwell guide.</p>	<p>Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles of the Eatwell Guide when planning and preparing dishes.</p>
Cooking skill 2		<p>To prepare dishes.</p>	<p>To design and prepare dishes.</p>	<p>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob. Use a range of techniques such as crushing, grating, cutting and kneading.</p>	<p>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob. Use a range of techniques such as mashing, whisking, crushing, grating, cutting and blending.</p>	<p>Demonstrate how to use a range of cooking techniques, such as grilling, frying, roasting and boiling. Alter methods, cooking times and/or temperatures.</p>	<p>Demonstrate how to use a range of cooking techniques, such as grilling, frying, roasting, baking and boiling. Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma independently follow a recipe.</p>