

Design and Technology Progression Document

Nursery/reception Knowledge and skills are developed across the whole year not term specific.	Knowledge (declarative)	Expressive arts and designs -know how to manipulate and play with a range of materials. -Know they can make marks with a range of tools. - know that different tools have different effects.	Physical development -Know how to grasp using the whole hand. -Begin to manipulate tools and objects using different parts of the body. -Use a range of tools safely and confidently for a range of purposes.	Understanding the world -understand why questions. -know difference between material			
	Skills (procedural)	-combine materials for a planned effect. -develop their own ideas and decide which material they need to represent them. -explore use and refine a range of artistic effects to convey ideas and designs. -Evaluate,share and adapt creations in order to improve.	-Use knives and forks for eating. -begin to move to one handed/small tools.-scissors, cutlery	-construct models and sets in construction area.			
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Knowledge (declarative)		FOOD That all food comes from plants and animals. That food has to be farmed, grown elsewhere or caught			Structures -describe differences in materials -suggest ways to make material/product stronger	Mechanisms -begin to understand how simple mechanisms work-levers and sliders.

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	Skills (procedural)		-Name and sort foods into the five groups in the eatwell plate. -everyone should eat at least five portions of fruit and vegetables. -how to prepare simple dishes safely and hygienically, without using a heat source. -begin to use techniques such as chopping, peeling and grating.			-begin to measure and join materials, with some support	-made a lever or slider work by joining materials together. -say how their product works.
Year 2	Knowledge (declarative)		Mechanisms -begin to understand how simple mechanisms work- wheels and axles.		FOOD -that food has to be farmed grown elsewhere or caught. -begin to understand food comes from UK and wider world. -begin to understand that seasons may affect the food available.		Textiles -understand how to join textiles together to make a product -to explain choices of textile - understand that a 3D textile structure can be made from two identical fabric shapes.
	Skills (procedural)		-make a 3D model that has wheels and axels by- -know how to adapt their product.		-explain the importance of a varied diet. - how to use techniques such as chopping, peeling, and grating with		-measure textiles -carefully cut textiles to produce accurate pieces - begin to attach materials- glue,

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			- join materials together in a variety of ways. -explain their findings and how they could improve their work with support.		increasing confidence.		staples, hot glue gun, safety pins
Year 3	Knowledge (declarative)			FOOD -know different types of bread -understand the history of bread. -design for a purpose.		Mechanisms -understand how mechanisms work- wheels and axels. - have the knowledge to select appropriate tools / techniques	Structures - select appropriate materials - understand how they can make structures stronger.
	Skills (procedural)			-make product look attractive. -how to use techniques such as chopping, peeling and grating with confidence. - begin to use techniques such as spreading, kneading and baking.		-make and use lever and linkages to create movement. -explain their findings and how they could improve their work.	-work accurately to make cuts and holes in materials - join materials in a variety of ways.
Year 4	Knowledge (declarative)	FOOD -understand that ingredients can be fresh, pre cooked or processed.			Mechanisms -know who designed and made the product. -select most appropriate tools / techniques. -grow in confidence about		Textiles --think about user when choosing textiles -understand how to make product strong * begin to devise a template - explain how to join

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					trying new / different ideas.		things in a different way -understand that a simple fabric shape can be used to make a 3D textiles project
	Skills (procedural)	-to chop, peel and grate with some confidence.			-make and use levers and linkages to create movement with confidence. -make strong and stiff structures.		-learn how to do a basic stitch- running, over stitch, back stitch.
Year 5	Knowledge (declarative)	Mechanisms - begin to use cams, pulleys or gears to create movement			Food -understand that recipes can be adapted to change the appearance, taste, texture and aroma. -understand what it means to make a dish as sustainable and as ethically as possible.	Structures -select materials carefully, considering intended use of product and appearance -- explain how product meets design criteria	
	Skills (procedural)	- refine product after testing -use CAMS to make a moving toy. -use a saw safely.			-prepare simple dishes safely and hygienically, using a heat source. -adapt a dish to make it more ethical. -growing in confidence to use a range of techniques such as	-measure accurately enough to ensure precision -ensure product is strong and fit for purpose -begin to reinforce structures/ 3D frames.	

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					peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.		
Year 6	Knowledge (declarative)			Mechanisms - know how mechanical systems make movement. -know how electrical circuits and components can be used to create functional products. -know/suggest ways to refine product after testing,		FOOD -understand seasonality of foods. -understand that different food and drink contains different substances- nutrients, water, and fibre which are needed for health -understand that food is grown, reared and caught in the UK.	Textiles -think about user's wants/needs and aesthetics when choosing textiles - make a prototype -understand what materials can be reused. -understand what upcycle means and the importance of reusing materials. -understand that a single 3D textiles project can be made from a combination of fabric shapes.
	Skills (procedural)			-considering aesthetics, functionality and purpose when designing and making. -make an electrical circuit to make their mechanism work		-use a range of skills/ techniques confidently , such as peeling , chopping, slicing, grating, mixing, and spreading, kneading and baking.	-make product attractive and strong -use a range of joining techniques- more complex stitches