

# DT Knowledge Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Design		<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>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>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</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>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and technique</p>

# DT Knowledge Progression EYFS-Year 6

<p><b>Make</b></p>	<p>ELG Physical development Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Select tools and techniques for making their product</p>	<p>Select appropriate tools and techniques for making their product</p>	<p>Select appropriate materials, tools and techniques</p>	<p>Select appropriate tools, materials, components and techniques</p>	
	<p>ELG Expressive Arts and Design</p>	<p>Use tools eg scissors and a hole punch safely</p>	<p>Measure, cut and score with some accuracy</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	<p>Measure and mark out accurately</p>	<p>Take accurate measurements and mark out components accurately</p>	
	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p>	<p>Use hand tools safely and appropriately</p>	<p>Work safely and accurately with a range of simple tools</p>	<p>Work safely and accurately with a range of tools.</p>	<p>Use skills in using different tools and equipment safely and Accurately</p>	<p>Make working models</p>	<p>Assemble components make working models</p>
	<p>Make use of props and materials when role playing characters in narratives and stories</p>	<p>Use simple finishing techniques to improve the appearance of their product</p>	<p>Assemble, join and combine materials in order to make a product</p>	<p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p>	<p>Make changes throughout the making progress to improve their work</p>	<p>Make working models</p>	<p>Use tools safely and accurately</p>	<p>Use tools safely and accurately</p>
			<p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p>	<p>Join an combine materials and components in temporary and permanent ways</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p>	<p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Use tools safely and accurately</p>	<p>Construct products using permanent joining techniques</p>
			<p>Choose and use appropriate finishing techniques</p>	<p>Measure, tape or pin, cut and join fabric (sew) with some accuracy</p>	<p>Measure, tape, pin, cut and sew using a range of different stitches and weaving.</p>	<p>Make modifications throughout the making process to improve their work</p>	<p>Pin, sew and stitch materials together to create a product</p>	<p>Make modifications throughout the making process to improve their work</p>
				<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Pin, sew and stitch materials together to create a product</p>	<p>Pin, sew and stitch materials together to create a product</p>	<p>Pin, sew and stitch materials together to create a product</p>
						<p>Achieve a quality product</p>	<p>Achieve a quality product</p>	<p>Achieve a quality product</p>

# DT Knowledge Progression EYFS-Year 6



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Evaluate	<p>ELG -Expressive Arts and Design</p> <p>Share their creations, explaining the process they have used.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended Purpose</p> <p>Test their products</p> <p>Evaluate familiar products</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p> <p>Evaluate familiar products</p>	<p>Evaluate a product against the original design specification</p> <p>Record their evaluations</p> <p>Evaluate it personally and seek evaluation from others</p> <p>Evaluate existing products</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Evaluate exciting products</p>

# DT Knowledge Progression EYFS-Year 6

Technical Knowledge	Build structures	Build structures, beginning to explore how they can be made stronger, stiffer and more stable  Start to use some mechanisms (for example levers, sliders, wheels and axles) in their products	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	Begin to apply their understanding of how to strengthen, stiffen and reinforce structures  Start to understand and use mechanical systems in their products, with direction, [for example, gears, pulleys, cams, levers and linkages]  With direction use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  With support, program, monitor and control their products	Apply their understanding of how to strengthen, stiffen and reinforce structures  Start to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  With direction use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  With support, program, monitor and control their products	Develop their understanding of how to strengthen, stiffen and reinforce more complex Structures  Use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Develop understanding and use of 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.	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 their products.
	Cooking and Nutrition	ELG Managing Self  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices  Take part in cooking activities	Begin to talk about healthy foods.  Begin to use appropriate ingredients, processes and tools  Use basic food handling, hygienic practices and personal hygiene  Take part in discussions about where the ingredients come from.	Name some healthy foods  Select and use appropriate ingredients, processes and tools  Follow safe procedures for food safety and hygiene  Understand where some foods come from	Have an awareness of healthy food choices  Weigh and measure, with support, using age appropriate tools (time, dry ingredients, liquids)  Prepare and cook a variety of predominately savoury dishes using cooking techniques  Discuss seasonality and know where and how some ingredients are	Have a growing awareness of healthy food choices  Weigh and measure using age appropriate tools (time, dry ingredients, liquids)  Prepare and cook a variety of predominately savoury dishes using cooking techniques  Discuss seasonality and know where and how	Maek healthy choices when designing meals  Weigh and measure accurately (time, dry ingredients, liquids)  Prepare and cook a variety of predominately savoury dishes using cooking techniques  Gain a growing understanding of seasonality and know where and how a

# DT Knowledge Progression EYFS-Year 6

	Talk about where food come from			<p>grown, reared, caught and processed</p> <p>Know some of the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens/ hobs/ knives</p>	<p>some ingredients are grown, reared, caught and processed</p> <p>Know some of the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens/ hobs/ knives</p>	<p>variety of ingredients are grown, reared, caught and processed</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>	<p>ingredients are grown, reared, caught and processed</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>
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