

Progression Grid - Design and Technology

Designing <i>(understanding contexts, users and purpose)</i>	EYFS	
	Nursery	Reception
	<ul style="list-style-type: none"> • To choose particular materials and colours to use for a purpose. • Begin to use language to describe the purpose of what they are designing. 	<ul style="list-style-type: none"> • Develop their use of imagination as they consider what they can do with different materials. • Develop language to describe the purpose of what they are designing.
Designing <i>(understanding contexts, users and purpose)</i>	KS1	
	Year 1	Year 2
	<ul style="list-style-type: none"> • Begin to work within a range of contexts, such as imaginary, story-based, home, school, garden, local community, industry and the wider environment. • Talk about what products they are designing. • Explain who their products are for. • Begin to explain how their products work. • Begin to design to a criteria. 	<ul style="list-style-type: none"> • To develop design within a range of contexts, such as imaginary, story-based, home, school, garden, local community, industry and the wider environment. • Explain how they intend to make their design suitable for its audience. • Use design criteria to help develop their ideas.

Designing <i>(understanding contexts, users and purpose)</i>	LKS2	
	Year 3	Year 4
	<ul style="list-style-type: none"> • Using appropriate language, explain the purpose of their designs. • Begin to choose design features that will appeal to their intended audience. • Explain how their overall designs work using appropriate language. • Begin to gather information about the needs and wants for their targeted audience when designing their products. 	<ul style="list-style-type: none"> • Using developing language, explain the purpose of their designs. • Develop designs in order to appeal to their intended audience. • Begin to explain how particular functions of their designs work using appropriate language. • Gather information and specifically design products in relation to their findings.
Designing <i>(understanding contexts, users and purpose)</i>	UKS2	
	Year 5	Year 6
	<ul style="list-style-type: none"> • Develop a simple design specification. • Explain how their designs works, referencing specific aspects of their product. • Carry out research using surveys and interviews. • Identify the needs, wants and preferences of particular individuals and groups. 	<ul style="list-style-type: none"> • Carry out research using questionnaires and web-based research. • Describe the user, purpose and design features of their products. • Identify the needs, wants, preferences and values of particular individuals and groups.

Designing	EYFS
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<i>(generating, developing, modelling and communicating ideas)</i>	Nursery	Reception
	<ul style="list-style-type: none"> • To be imaginative in their play, creating simple representations of events, people and objects. • Begin to use their imagination as they consider what they can do with different materials. • Begin to share ideas with one another and adults. • Begin to draw ideas with increasing detail. 	<ul style="list-style-type: none"> • Develop their use of imagination as they consider what they can do with different materials. • Develop their ability to share ideas with others, using appropriate language to represent ideas • Develop complexity in drawings.
Designing <i>(generating, developing, modelling and communicating ideas)</i>	KS1	
	Year 1	Year 2
	<ul style="list-style-type: none"> • Generate ideas using their own experiences. • Communicate their ideas through talk and drawings. • Create basic models of their ideas using a range of materials. 	<ul style="list-style-type: none"> • Generate ideas using their own experiences and existing products. • Create models of their ideas using construction kits. • Communicate their ideas through talk, drawings, templates, mock-ups and, where appropriate, computers.
Designing <i>(generating, developing, modelling and communicating ideas)</i>	LKS2	
	Year 3	Year 4

	<ul style="list-style-type: none"> • Generate ideas that take into account the needs of the user. • Share their ideas through discussion. • Begin to annotate sketches and cross-section diagrams. • Begin to use computer-aided design (CAD) develop their ideas. 	<ul style="list-style-type: none"> • Generate realistic ideas based upon user needs. • Create designs that take into account available resources. • Annotate sketches, cross-sections and exploded diagrams to develop and communicate their ideas. • Use drawings, discussion, prototypes and computer-aided design (CAD) to represent their ideas.
Designing <i>(generating, developing, modelling and communicating ideas)</i>	UKS2	
	Year 5	Year 6
	<ul style="list-style-type: none"> • Draw upon research to help develop ideas. • Make design decisions based upon resources. • Develop annotations based upon the needs the of the design. 	<ul style="list-style-type: none"> • Generate innovative ideas, drawing upon research. • Make design decisions based upon resources, time and cost. • Use a range of drawing skills, discussion, prototypes and computer-aided design (CAD) to represent their ideas.

Making <i>(planning)</i>	EYFS	
	Nursery	Reception

	<ul style="list-style-type: none"> • Begin to decide upon what materials may be suitable to use when constructing or building. 	<ul style="list-style-type: none"> • Develop their ability to choose suitable materials when constructing or building. • Start to explain their choices using simple vocabulary.
Making <i>(planning)</i>	KS1	
	Year 1	Year 2
	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Being to explain the choices that they are making. • Select from a range of tools, equipment, materials and components. 	<ul style="list-style-type: none"> • Plan by suggesting what to do next, considering the final look of their design. • Develop their reasoning when explaining the choices that they are making. • Select from a range of tools, equipment, materials and components.
Making <i>(planning)</i>	LKS2	
	Year 3	Year 4
	<ul style="list-style-type: none"> • Select from tools and equipment that are suitable for the task. • Order the main stages of making. 	<ul style="list-style-type: none"> • Select from tools and equipment that are suitable for the task, giving reasoning for their choices. • Order the main stages of making, being mindful of potential areas that need added care.
Making <i>(planning)</i>	UKS2	
	Year 5	Year 6
	<ul style="list-style-type: none"> • Plan necessary steps to reach their end goal. 	<ul style="list-style-type: none"> • Formulate a step-by-step plan.

	<ul style="list-style-type: none"> • Select from tools and equipment that are suitable for the task, explaining their choices of materials and components with reference to the final design of their product. 	<ul style="list-style-type: none"> • Select from tools and equipment that are suitable for the task, explaining their choices of materials and components according to functional properties and aesthetic qualities.
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Making <i>(practical skills and techniques)</i>	EYFS	
	Nursery	Reception
	<ul style="list-style-type: none"> • Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to join different materials. • Begin to create collaboratively, sharing ideas, resources and skills. • Begin to make simple models to represent their ideas. 	<ul style="list-style-type: none"> • Continue to develop the use of their imagination when constructing 'small worlds' and structures. • Join different materials with developing confidence. • Develop collaborative creations by sharing ideas, resources and skills. • Make simple models to represent their ideas with increasing dexterity.
Making <i>(practical skills and techniques)</i>	KS1	
	Year 1	Year 2

	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Begin to measure, mark out, cut and shape materials. • Begin to assemble, join, combine and finish a range of materials and components. 	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene with care. • Develop skill when measuring, marking out, cutting and shaping materials. • Develop skill when assembling, joining, combining and finishing a range of materials and components.
Making <i>(practical skills and techniques)</i>	LKS2	
	Year 3	Year 4
	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene, developing an awareness of aspects which require additional attention. • Measure, mark out, cut and shape materials with some accuracy. • Assemble, join and combine materials with some accuracy. 	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene carefully. • Measure, mark out, cut and shape materials with developing accuracy. • Assemble, join and combine materials with developing accuracy.
Making <i>(practical skills and techniques)</i>	UKS2	
	Year 5	Year 6
	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene as well as beginning to plan their own. • Measure, mark out, cut and shape materials with increasing accuracy. 	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene, having planned their own. • Measure, mark out, cut and shape materials with accuracy.

	<ul style="list-style-type: none"> • Assemble, join and combine materials with increasing accuracy. • Begin to use techniques that require multiple steps. • Begin to demonstrate resourcefulness when tackling practical problems. 	<ul style="list-style-type: none"> • Assemble, join and combine materials with accuracy. • Use techniques that require multiple steps. • Demonstrate resourcefulness when tackling practical problems.
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Evaluating <i>(own ideas and products)</i>	EYFS	
	Nursery	Reception
	<ul style="list-style-type: none"> • Begin to develop ideas, using previous learning to help refine ideas for the future. 	<ul style="list-style-type: none"> • Continue to develop ideas, using previous learning to help refine ideas and how to represent them in future.
Evaluating <i>(own ideas and products)</i>	KS1	
	Year 1	Year 2
	<ul style="list-style-type: none"> • Talk about their designs and what they are making. • Begin to suggest how their products could be improved. 	<ul style="list-style-type: none"> • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved.
Evaluating <i>(own ideas and products)</i>	LKS2	
	Year 3	Year 4

	<ul style="list-style-type: none"> • Refer to their design criteria as they design. • Begin to evaluate their ideas and products against their design criteria. 	<ul style="list-style-type: none"> • Refer to their design criteria as they design and make. • Evaluate their ideas and products against their design criteria.
Evaluating <i>(own ideas and products)</i>	UKS2	
	Year 5	Year 6
	<ul style="list-style-type: none"> • Begin to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Begin to identify strengths and areas to develop in their ideas and products against their design specification. • Begin to consider the views of others to make improvements. 	<ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify strengths and areas to develop in their ideas and products against their design specification. • Consider the views of others to make improvements.

Evaluating <i>(existing products)</i>	EYFS	
	Nursery	Reception
	<ul style="list-style-type: none"> • Begin to use language to describe the purpose of products that they know. 	<ul style="list-style-type: none"> • Develop their use of language to describe the purpose of products.
Evaluating	KS1	

<i>(existing products)</i>	Year 1	Year 2
	Begin to explore: <ul style="list-style-type: none"> • What products are for. • Who products are for. • How products work. • How products are used. • Where products might be used. • What materials products are used for. • What they like and dislike about their products. 	Develop exploration of: <ul style="list-style-type: none"> • What products are for. • Who products are for. • How products work. • How products are used. • Where products might be used. • What materials products are used for. • What they like and dislike about their products.
Evaluating <i>(existing products)</i>	LKS2	
	Year 3	Year 4
	Begin to investigate and analyse: <ul style="list-style-type: none"> • How well products have been designed. • How well products have been made. • Why certain materials have been used. • What methods of construction have been used. • How well products work. • How well products meet user needs and wants. • Who designed and made the products. • Where products were designed and made. • Whether products can be reused or recycled. 	Develop investigation and analyses of: <ul style="list-style-type: none"> • How well products have been designed. • How well products have been made. • Why certain materials have been used. • What methods of construction have been used. • How well products work. • How well products meet user needs and wants. • Who designed and made the products. • Where products were designed and made. • Whether products can be reused or recycled.
Evaluating <i>(existing products)</i>	UKS2	
	Year 5	Year 6

	<p>Continue to develop investigation and analyses of:</p> <ul style="list-style-type: none"> • How well products have been designed. • How well products have been made. • Why certain materials have been used. • What methods of construction have been used. • How well products work. • How well products meet user needs and wants. • Who designed and made the products. • Where products were designed and made. • Whether products can be reused or recycled. <p>Develop investigation and analyses of:</p> <ul style="list-style-type: none"> • How much products cost to make. • How innovative products are. • How sustainable the materials in products are. • What impact products have beyond their intended purpose. 	<p>Investigate and analyse:</p> <ul style="list-style-type: none"> • How well products have been designed. • How well products have been made. • Why certain materials have been used. • What methods of construction have been used. • How well products work. • How well products meet user needs and wants. • Who designed and made the products. • Where products were designed and made. • Whether products can be reused or recycled. • How much products cost to make. • How innovative products are. • How sustainable the materials in products are. • What impact products have beyond their intended purpose.
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Cookery	EYFS	
	Nursery	Reception
	<ul style="list-style-type: none"> • Begin to explore different foods during snack times and meal times. • Begin to take greater independence when choosing food. 	<ul style="list-style-type: none"> • Continue to explore different foods during snack times and meal times, using developing vocabulary to describe tastes and textures.

		<ul style="list-style-type: none"> • Take greater independence when making food choices.
Cookery	KS1	
	N.B cookery to be covered in either Year 1 or Year 2 (currently Year 1)	
	<ul style="list-style-type: none"> • Identify that all food comes from plants or animals. • To recognise that everyone should eat at least five portions of fruit and vegetables every day. • Identify that food has to be farmed, grown elsewhere (e.g. home) or caught. • To develop their understanding of how to prepare simple dishes safely and hygienically, without using a heat source. • Begin to use techniques such as cutting, peeling and grating. 	
Cookery	LKS2	
	N.B cookery to be covered in either Year 3 or Year 4 (currently Year 3)	
	<ul style="list-style-type: none"> • Identify foods that are fresh, pre-cooked or processed. • Identify foods that are 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. • Identify foods that are grown, reared and caught in the UK. • Identify that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the eat-well plate. • Identify that, in order to be active and healthy, food and drinks are needed to provide energy for the body. • Begin to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	

	<ul style="list-style-type: none"> • Begin to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, a heat source.
Cookery	UKS2
	N.B cookery to be covered in either Year 5 or Year 6 (currently Year 5)
	<ul style="list-style-type: none"> • Identify that seasons may affect the food that is available in certain countries. • Begin to understand how food is processed into ingredients that can be eaten or used in cooking. • Begin to understand that recipes can be adapted to change the appearance, taste, texture and aroma. • Identify that different food and drinks contain different substances - nutrients, water and fibre that are needed for health. • Develop use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Develop skills when preparing and cooking a variety of predominantly savoury dishes safely and hygienically including, where appropriate, a heat source.