Amotherby Community Primary School

Skills Progression Grid

DT

EYFS-Year 6	Design	Make	Evaluate	Technical Knowledge	Food and Nutrition
EYFS	I can select appropriate resources. I can use gestures, talking and arrangements of materials and components to show my design. I can use contexts set by the teacher and myself. I can use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	I can construct with a purpose, using a variety of resources. I can use simple tools and techniques. I can build / construct with a wide range of objects. I can select tools & techniques to shape, assemble and join. I can replicate structures with materials / components. I can discuss how to make an activity safe and hygienic. I can record experiences by drawing, writing and voice recording. I can understand different media can be combined for a purpose	I can adapt my work if necessary. I can dismantle, examine and talk about existing objects/structures. I can consider and manage some risks. I can practise some appropriate safety measures independently. I can talk about how things work. I can look at similarities and differences between existing objects, materials and tools. I can show an interest in technological toys.	.	I can begin to understand some food preparation tools, techniques and processes. I can practise stirring, mixing, pouring and blending. I can discuss how to make an activity safe and hygienic. I can discuss use of senses. I can understand the need for variety in food. I can begin to understand that eating well contributes to good health
Year 1	I can think of my own ideas.	I can explain what I'm making and why.	I can talk about my work, linking it to what I was asked to do.	I can begin to measure and join materials, with some support.	I can describe textures of food.

	I can explain what I want to do. I can explain what my product is for, and how it will work. I can use pictures and words to plan, begin to use models. I can design a product for myself following design criteria. I can research similar existing products.	I can consider what I need to do next. I can select tools/equipment to cut, shape, join, finish and explain my choices. I can measure, mark out, cut and shape, with support. I can choose suitable materials and explain my choices. I can try to use finishing techniques to make my product look good. I can work in a safe and hygienic manner	I can talk about existing products considering: use, materials, how they work, audience and where they might be used. I can talk about existing products, and say what is and isn't good. I can talk about things that other people have made. I can begin to talk about what could make my product better.	I can describe differences in materials. I can suggest ways to make material/product stronger. I can begin to use levers or slides. I can measure, cut and join textiles to make a product, with some support I can choose suitable textiles.	I can wash hands and clean surfaces. I can think of interesting ways to decorate food. I can say where some foods come from, (i.e. plant or animal). I can describe differences between some food groups (i.e. sweet, vegetable etc.). I can discuss how fruit and vegetables are healthy. I can cut, peel and grate safely, with support
Year 2	I can think of my own ideas and plan what to do next. I can explain what I want to do and describe how I may do it. I can explain purpose of product, how it will work and how it will be suitable for the user. I can describe design using pictures, words, models and diagrams.	I can explain what I am making and why it fits the purpose. I can make suggestions as to what I need to do next. I can join materials/components together in different ways. I can measure, mark out, cut and shape materials	I can describe what went well, thinking about design criteria. I can talk about existing products considering: use, materials, how they work, audience, where they might be used; expressing my personal opinion. I can evaluate how good existing products are.	I can measure materials. I can describe some different characteristics of materials. I can join materials in different ways. I can use joining, rolling or folding to make my product stronger. I can use own ideas to try to make my product stronger.	I can explain hygiene and keep a hygienic kitchen. I can describe properties of ingredients and importance of varied diet. I can say where food comes from (animal, underground etc.). I can describe how food is farmed, home grown and caught.

	I can design products for myself and others following design criteria. I can choose the best tools and materials, and explain why I have chosen them. I can use knowledge of existing products to produce ideas	and components, with support. I can describe which tools I'm using and why. I can choose suitable materials and explain choices. I can use finishing techniques to make my product look good. I can work safely and hygienically.	I can evaluate my ideas and products against design criteria. I can talk about what I would do differently if I were to do it again and why.	I can use levers or slides. I can begin to understand how to use wheels and axles. I can measure textiles and join textiles together to make a product explaining how I did it. I can carefully cut textiles to produce accurate pieces. I can explain choices of textile. I can understand that a 3D textile structure can be made from two identical fabric shapes.	I can draw eat well plate; explaining the different food groups. I can explain what "five a day" means. I can cut, peel and grate with increasing confidence.
Year 3	I can begin to research to help with my design. I can show my design meets a range of requirement. I can describe the purpose of my product. I can follow a given design criteria.	I can select suitable tools/equipment and begin to use them accurately. I can select appropriate materials, fit for purpose. I can work through my plan in order. I can consider how good my product will be.	I can look at design criteria while designing and making. I can use design criteria to evaluate my finished product. I can say what I would change to make my design better. I can begin to evaluate existing products, considering: how well they have been made, materials, whether they work and how they have been made fit for purpose.	I can use appropriate materials. I can work accurately to make cuts and holes. I can join materials. I can begin to make strong structures. I can select appropriate tools and techniques.	I can carefully select ingredients. I can use equipment safely. I can make my food look attractive. I can think about how to grow plants to use in cooking. I can begin to understand that food

	I can have at least one idea about how to create product. I can create a plan which shows order, equipment and tools needed for my design. I can describe design using an accurately labelled sketch and words. I can make design decisions. I can explain how my product will work. I can make a prototype. I can begin to use computers to show design.	I can begin to measure, mark out, cut and shape materials/components with some accuracy. I can begin to assemble, join and combine materials and components with some accuracy. I can begin to apply a range of finishing techniques with some accuracy.	I can begin to understand by whom, when and where products were designed. I can learn about some inventors/designers/ engineers/chefs/ manufacturers of ground breaking products.	I can alter my product after checking it, to make it better. I can begin to try new/different ideas. I can use simple lever and linkages to create movement I can join different textiles in different ways. I can choose textiles considering appearance and functionality. I can begin to understand that a simple fabric shape can be used to make a 3D textiles project.	comes from UK and wider world. I can describe how a healthy diet involves having a variety/balance of food and drinks. I can explain how food and drink are needed for active/healthy bodies. I can prepare and cook some dishes safely and hygienically. I can grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Year 4	I can use research for my design ideas. I can show my design meets a range of requirements and is fit for purpose.	I can select suitable tools and equipment, and use them accurately. I can select appropriate materials, fit for purpose; explaining my choices.	I can refer to design criteria while designing and making. I can use criteria to evaluate my product. I can begin to explain how I could improve my original design.	I can measure carefully to avoid mistakes. I can attempt to make my product strong. I can continue working on product even if my original idea didn't work.	I can explain how to be safe/hygienic. I can think about presenting my food in interesting/attractive ways.

	I can begin to create own design criteria. I can have at least one idea about how to create product and suggest improvements for my design. I can produce a plan and explain it to others. I can say how realistic my plan is. I can annotate the sketch of my design. I can make and explain my design decisions considering availability of resources. I can explain how my product will work. I can make a prototype. I can begin to use computers to show design.	I can work through my plan in order. I can realise if my product is going to be good quality. I can measure, mark out, cut and shape materials/components with some accuracy. I can assemble, join and combine materials and components with some accuracy. I can apply a range of finishing techniques with some accuracy..	I can evaluate existing products, considering: how well they've been made, materials, whether they work and how they have been made fit for purpose. I can discuss by whom, when and where products were designed. I can research whether products can be recycled or reused. I can learn about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products..	I can make a strong, stiff structure. I can select most appropriate tools and techniques for my product. I can explain alterations my product needs after checking it. I can grow in confidence when trying new/different ideas. I can use levers and linkages to create movement. I can use pneumatics to create movement. I can think about the user when choosing textiles needed for my product.	I can understand ingredients can be fresh, pre-cooked or processed. I can begin to understand how food is grown, reared or caught in the UK and wider world. I can explain the importance of food and drink for active, healthy bodies. I can prepare and cook some dishes safely and hygienically. I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Year 5					
	I can use the internet and questionnaires for research and design ideas. I can take a user's view into account when designing. I can begin to consider needs/wants of individuals/groups when designing and ensure the product is fit for purpose. I can create my own design criteria. I can have a range of ideas. I can produce a logical, realistic plan and explain it to others. I can use cross sectional planning and annotated sketches for my design. I can make design decisions considering time and resources. I can clearly explain how parts of my product will work.	.I can use selected tools/equipment with a good level of precision. I can produce a suitable list of tools, equipment and materials needed for my product. I can select appropriate materials, fit for purpose; explaining my choices and considering functionality. I can create and follow a detailed step-by-step plan. I can explain how my product will appeal to an audience. I can mainly accurately measure, mark out, cut and shape materials and components. I can mainly accurately assemble, join and combine materials and components. I can mainly accurately apply a range of finishing techniques.	I can evaluate quality of design while designing and making. I can evaluate my ideas and finished product against specification, considering purpose and appearance. I can test and evaluate my final product. I can evaluate and discuss existing products, considering: how well they've been made, materials, whether they work and how they have been made fit for purpose. I can begin to evaluate how much products cost to make and how innovative they are. I can research how sustainable materials are. I can talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products.	I can select materials carefully, considering intended use of product and appearance. I can explain how my product meets design criteria. I can measure accurately enough to ensure precision. I can ensure my product is strong and fit for purpose. I can begin to reinforce and strengthen a 3D frame. I can refine my product after testing. I can grow in confidence when trying new/different ideas. I can begin to use cams, pulleys or gears to create movement. I can think about user and aesthetics when choosing textiles for my product.	I can explain how to be safe/hygienic and follow own guidelines when cooking. I can present food well so it looks interesting, attractive and fit for purpose. I can begin to understand seasonality of foods. I can understand food can be grown, reared or caught in the UK and the wider world. I can describe how recipes can be adapted to change appearance, taste, texture and aroma. I can explain how there are different substances in food/drink needed for health. I can prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source.

	I can model and refine design ideas by making prototypes and using pattern pieces. I can use computer-aided design .	I can use techniques that involve a small number of steps. I can begin to be resourceful with practical problems.		I can think about how to make my product strong and look better. I can think of a range of ways to join things. I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.	I can use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Year 6	I can draw on market research to inform my design. I can use research of user's individual needs, wants, requirements for my design. I can identify features of design that will appeal to the intended user. I can create own design criteria and specification. I can think of innovative design ideas. I can follow and refine a logical plan. I can use annotated sketches, cross-sectional	I can use selected tools and equipment precisely. I can produce suitable lists of tools, equipment and materials needed, considering constraints. I can select appropriate materials, fit for purpose; explaining my choices and considering functionality and aesthetics. I can create, follow, and adapt detailed step-by-step plans. I can explain how my product will appeal to an audience; making changes to improve quality.	I can evaluate quality of design while designing and making; is it fit for purpose? I can keep checking design is the best it can be. I can evaluate my ideas and finished product against specification, stating if it's fit for purpose. I can test and evaluate final product; explaining what would improve it and the effect different resources may have had. I can do thorough evaluations of existing products considering: how well they've been made, materials, whether they work and how they've been made fit for purpose.	I can select materials carefully, considering the intended use, aesthetics and functionality of my product. I can explain how my product meets design criteria. I can reinforce and strengthen a 3D frame. I can refine my product after testing, considering aesthetics, functionality and purpose. I can incorporate hydraulics and pneumatics. I can be confident to try new/different ideas.	I can understand a recipe can be adapted by adding/substituting ingredients. I can explain seasonality of foods. I can learn about food processing methods. I can name some types of food that are grown, reared or caught in the UK and wider world. I can adapt recipes to change appearance, taste, texture or aroma. I can describe some of the different substances in food and drink, and how they can affect health.

	planning and exploded diagrams for my design. I can make design decisions, considering, resources and cost. I can clearly explain how parts of my design will work, and how they are fit for purpose. I can independently model and refine design ideas by making prototypes and using pattern pieces. I can use computer-aided design	I can accurately measure, mark out, cut and shape materials and components. I can accurately assemble, join and combine materials and components. I can accurately apply a range of finishing techniques. I can use techniques that involve a number of steps. I can be resourceful with practical problems.	I can evaluate how much products cost to make and how innovative they are. I can research and discuss how sustainable materials are. I can consider the impact of products beyond their intended purpose. I can discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products.	I can use cams, pulleys and gears to create movement. I can think about user's wants/needs and aesthetics when choosing textiles for my product. I can make my product attractive and strong. I can make a prototype. I can use a range of joining techniques. I can think about how product my might be sold. I can think carefully about what would improve my product. I can understand that a single 3D textiles project can be made from a combination of fabric shapes.	I can prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. I can use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking