Progression Grid: Design & Technology

Cooking and nutrition

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to understand where food comes from	Use basic principles of a healthy and varied diet to prepare dishes	Apply principles of a healthy, varied diet when preparing variety of savoury dishes	Know where and how a variety of ingredients are grown, reared, caught and processed	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
	Prepare simple dishes using knowledge of healthy food	Understand where food comes from	Apply understanding of seasonality and its link to ingredients			Know where and how a variety of ingredients are grown, reared, caught and processed and its impact on meal design
						Develop crucial life skill of feeding themselves and others affordably and well

Design

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use what they have learned about media and materials in original ways, thinking about uses and purpose	Design simple products that work and look appealing	Design products for others and themselves that are purposeful, functional and appealing	Communicate ideas using different strategies eg discussion, sketch	Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces	Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams	Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing

Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	Discuss and draw ideas and use ICT to communicate	Generate, develop, model and communicate ideas through talking, drawing, templates and ICT	Use research to inform design	Use research to inform design and develop design criteria	Use research to inform design and generate own design criteria	Use research to inform innovative design and generate own design criteria
			Take risks to become innovative and resourceful	Take risks to become innovative and resourceful	Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing	Confidently take calculated risks to become innovative, resourceful and enterprising
					Confidently take calculated risks to become innovative, resourceful and enterprising	
Evaluate						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explore existing products eg home, school	Explore and evaluate a range of existing products eg home, school	Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work	Evaluate own and others' work suggesting improvements and consider the views of others to improve their work	Generate own design criteria and evaluate ideas and products against these	Generate own design criteria and critique ideas and products against these
	Discuss own ideas and designs	Evaluate own ideas and designs against given design criteria	Investigate a range of existing products that address real / relevant problems, in a range of relevant contexts eg home, leisure, school	Investigate a range of existing products in a range of relevant contexts eg culture, industry	Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts	Explain and understand how key events and individuals in D&T helped to shape the world
					Understand how key events and individuals in D&T helped to shape the world	

Make						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques	Use a range of materials and components eg construction, textiles and ingredients	Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients	Select from and use a wide range of tools, equipment, materials and components accurately	Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes	According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes	According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes
Experiment with colour, design, texture, form and function	Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish	Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish				
Use what they have learned about media and materials in original ways, thinking about uses and purposes						
Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories						
Technical knowledge						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use what they have learned about media and materials in original ways, thinking about uses and purposes	Start to build structures, exploring ways to stiffen, stable and strengthen	Build structures, exploring ways to stiffen, stabilise and strengthen	Apply understanding of how to strengthen, stiffen and reinforce structures	Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures	Construct more complex structures by applying range of strategies in order to solve real / relevant problems	Construct more complex structures by applying range of strategies in order to solve real / relevant problems

	Explore simple mechanisms	Explore and use mechanisms eg levers, wheels and axles	Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)	Use computing to program, monitor and control products	Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products	Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products
				Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)	Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)	Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)
				Use understanding of electrical systems (series circuits, switches, bulbs and motors)	Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors)	Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors)