DESIGN & TECHNOLOGY PROGRESSION OF SKILLS ASSESSMENT GRID

	EYFS
COOKING AND NUTRITION	• Know the importance for good health of physical exercise and make choices in relation to healthy eating
PROCESSES	• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras, phones or tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images • Use construction materials, stacking blocks vertically and horizontally, making enclosures and creating spaces • Join construction pieces together to build and balance • Use tools for a purpose

	Y1	Y2	Y3
COOKING AND NUTRITION	• cut food safely	• understand the need for a variety of food in a diet • group familiar food groups e.g. fruit and vegetables • measure and weigh food items – using informal methods	• say what to do to be hygienic and safe • begin to be able to read and understand food labels • measure and weigh ingredients appropriately
PROCESSES	• generate ideas and recognise characteristics of familiar productS • use pictures and words to describe what he/she wants to do • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • choose materials and explain why they are being used • explore and evaluate a range of existing products • build structures, exploring how they can be made stronger, stiffer and more stable • use levers and sliders	• design purposeful, functional, appealing products for himself/herself and other users based on design criteria • generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • choose materials and explain why they are being used depending on their characteristics • evaluate his/her ideas and products against design criteria • join materials together as part of a moving structure	• demonstrate that his/her design meets a range of requirements • complete a plan that shows the order and also what equipment and tools he/she needs • use equipment and tools accurately • explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality • investigate and analyse a range of existing products • strengthen frames using diagonal struts • use a simple circuit in his/her product

		• explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her product	
	Y4	**Y5**	**Y6**
COOKING AND NUTRITION	• understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active • understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat	• know appropriate portion sizes and the importance of not skipping meals, including breakfast • understand some of the basic processes to get food from farm to plate • taste a range of ingredients and food items to develop a food vocabulary when designing	• understand the main food groups and the different nutrients that are important for health • use information on food labels to inform choices • join and combine ingredients appropriately e.g. beating, rubbing in
PROCESSES	• investigate similar products to the one to be made to give starting points for a design • generate alternative plans and expound on the good points and drawbacks of his/her original design • select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately • explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product • consider how the finished product might be improved and how well it meets the needs of the user	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • create prototypes to show his/her ideas • use tools and materials precisely • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work	• use market research to inform plans • generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computeraided design • make modifications to the original design as he/she proceeds • cut and join with accuracy to ensure a high quality finish to his/her product • understand how key events and individuals in design and technology have helped shape the world

	• join and combine materials and components accurately in temporary and permanent way • understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages	• apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors	• construct products using different joining techniques • apply his/her understanding of computing to program, monitor and control his/her product