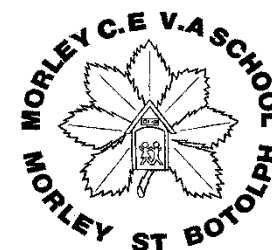




## Tacolneston & Morley CE VA Primary Schools Federation

*As each has received a gift, use it to serve one another, as good stewards of God's varied grace  
1 Peter 4:10*



*Work together, learn together, grow together...*

# DESIGN & TECHNOLOGY PROGRESSION OF SKILLS ASSESSMENT GRID

	EYFS
COOKING AND NUTRITION	<ul style="list-style-type: none"><li>Know the importance for good health of physical exercise and make choices in relation to healthy eating</li></ul>
PROCESSES	<ul style="list-style-type: none"><li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras, phones or tablets</li><li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images</li><li>Use construction materials, stacking blocks vertically and horizontally, making enclosures and creating spaces</li><li>Join construction pieces together to build and balance</li><li>Use tools for a purpose</li></ul>

	Y1	Y2	Y3
COOKING AND NUTRITION	<ul style="list-style-type: none"> <li>• cut food safely</li> </ul>	<ul style="list-style-type: none"> <li>• understand the need for a variety of food in a diet</li> <li>• group familiar food groups e.g. fruit and vegetables</li> <li>• measure and weigh food items – using informal methods</li> </ul>	<ul style="list-style-type: none"> <li>• say what to do to be hygienic and safe</li> <li>• begin to be able to read and understand food labels</li> <li>• measure and weigh ingredients appropriately</li> </ul>
PROCESSES	<ul style="list-style-type: none"> <li>• generate ideas and recognise characteristics of familiar products</li> <li>• use pictures and words to describe what he/she wants to do</li> <li>• select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>• choose materials and explain why they are being used</li> <li>• explore and evaluate a range of existing products</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• use levers and sliders</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> <li>• generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• choose materials and explain why they are being used depending on their characteristics</li> <li>• evaluate his/her ideas and products against design criteria</li> <li>• join materials together as part of a moving structure</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate that his/her design meets a range of requirements</li> <li>• complete a plan that shows the order and also what equipment and tools he/she needs</li> <li>• use equipment and tools accurately</li> <li>• explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality</li> <li>• investigate and analyse a range of existing products</li> <li>• strengthen frames using diagonal struts</li> <li>• use a simple circuit in his/her product</li> </ul>

		<ul style="list-style-type: none"> <li>• explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her product</li> </ul>	
	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
COOKING AND NUTRITION	<ul style="list-style-type: none"> <li>• 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</li> <li>• understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat</li> </ul>	<ul style="list-style-type: none"> <li>• know appropriate portion sizes and the importance of not skipping meals, including breakfast</li> <li>• understand some of the basic processes to get food from farm to plate</li> <li>• taste a range of ingredients and food items to develop a food vocabulary when designing</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main food groups and the different nutrients that are important for health</li> <li>• use information on food labels to inform choices</li> <li>• join and combine ingredients appropriately e.g. beating, rubbing in</li> </ul>
PROCESSES	<ul style="list-style-type: none"> <li>• investigate similar products to the one to be made to give starting points for a design</li> <li>• generate alternative plans and expound on the good points and drawbacks of his/her original design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately</li> <li>• explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product</li> <li>• consider how the finished product might be improved and how well it meets the needs of the user</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• create prototypes to show his/her ideas</li> <li>• use tools and materials precisely</li> <li>• 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</li> <li>• evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work</li> </ul>	<ul style="list-style-type: none"> <li>• use market research to inform plans</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computeraided design</li> <li>• make modifications to the original design as he/she proceeds</li> <li>• cut and join with accuracy to ensure a high quality finish to his/her product</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>

	<ul style="list-style-type: none"> <li>• join and combine materials and components accurately in temporary and permanent way</li> <li>• understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages</li> </ul>	<ul style="list-style-type: none"> <li>• apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors</li> </ul>	<ul style="list-style-type: none"> <li>• construct products using different joining techniques</li> <li>• apply his/her understanding of computing to program, monitor and control his/her product</li> </ul>
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