Curriculum Progression Model – Design Technology

	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
FOOD	Use a range of small tools, including scissors, paintbrushes and cutlery Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Cut, peel or grate ingredients safely and hygienically Assemble ingredients	Cut, peel or grate ingredients safely and hygienically Assemble / cook ingredients Measure or weigh using measuring cups or electronic scales.	Prepare ingredients hygienically using appropriate utensils. Assemble ingredients Follow a recipe Assemble or cook ingredients(controlling the temperature of the oven or hob	Prepare ingredients hygienically using appropriate utensils. Assemble ingredients Follow a recipe Assemble or cook ingredients(controlling the temperature of the oven or hob	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques.	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques.

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MATERIALS	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques(such as tearing, cutting, folding and curling) Demonstrate range of joining techniques(such as gluing, hinges or combining materials to strengthen Measure and mark out to the nearest centimetre	Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques(such as tearing, cutting, folding and curling) Demonstrate range of joining techniques(such as gluing, hinges or combining materials to strengthen Measure and mark out to the nearest centimetre	Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.	Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)

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TEXTILES		Shape textiles using templates Join textiles using running stitch. Decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.)	Shape textiles using templates Join textiles using running stitch. Decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.)	Understand a need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles	Understand a need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles	Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques(such as back stitch for seams and running stitch to attach decoration) Use the qualities of materials to crate suitable visual and tactile effects in the decoration of textiles(such as a soft decoration for comfort on a cushion)	Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques(such as back stitch for seams and running stitch to attach decoration) Use the qualities of materials to crate suitable visual and tactile effects in the decoration of textiles(such as a soft decoration for comfort on a cushion)

	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
ELECTRICALS AND ELECTRONICS		Diagnose faults in battery operated devices (such as low battery, terminal damage	Diagnose faults in battery operated devices (such as low battery, terminal damage	Create series and parallel circuits	Create series and parallel circuits	Create circuits using electronics kits that employ a number of components(such as LEDs, resistors, transistors and chips	Create circuits using electronics kits that employ a number of components(such as LEDs, resistors, transistors and chips
COMPUTING		Model designs using software	Model designs using software	Control and monitor model using software designed for this purpose	Control and monitor model using software designed for this purpose	Write code to control and monitor models or products	Write code to control and monitor models or products

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MECHANICS	Use large-muscle movements to wave flags and streamers, paint and make marks. Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or	Create products using levers, wheels and winding mechanisms	Create products using levers, wheels and winding mechanisms	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears	Convert rotary motion to linear using cams Use innovative combinations of electronics (or computing) and mechanics in product design	Convert rotary motion to linear using cams Use innovative combinations of electronics (or computing) and mechanics in product design

	sitting on the floor						

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CONSTRUCTION	Use one-handed tools and equipment, for example, making snips in paper with scissors Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with	Use materials to practise drilling. gluing and nailing materials to make and strengthen products	Use materials to practise drilling. gluing and nailing materials to make and strengthen products	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques	Develop a range of practical skills to create products(such as cutting, drilling, screwing, nailing, gluing, filing and sanding	Develop a range of practical skills to create products(such as cutting, drilling, screwing, nailing, gluing, filing and sanding

	continuous lines, and begin to use these shapes to represent objects.						

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TO DESIGN, MAKE, EVALUATE AND IMPROVE	Share their creations, explaining the process they have used. Select and use activities and resource, with help when needed. Choose the right resources to carry out their own plan. Explore, use and refine a variety of artistic effects to express	Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design.	Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design.	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs.	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs

	their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills					

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		Explore objects and designs to identify	Explore objects and designs to identify	Identify some of the great designers in	Identify some of the great designers in all of the areas	Combine elements of design from a range of inspirational	Combine elements of design from a range of inspirational

| **TO TAKE INSPIRATION FROM DESIGN THOUGHOUT HISTORY** | | likes and dislikes of the designs.

Suggest improvements to existing designs.

Explore how products have been created. | likes and dislikes of the designs.

Suggest improvements to existing designs.

Explore how products have been created | all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

Improve upon existing designs, giving reasons for choices.

Disassemble products to understand how they work. | of study (including pioneers in horticultural techniques) to generate ideas for designs.

Improve upon existing designs, giving reasons for choices.

Disassemble products to understand how they work | designers throughout history, giving reasons for choices.

Create innovative designs that improve upon existing products.

Evaluate the design of products so as to suggest improvements to the user experience | designers throughout history, giving reasons for choices.

Create innovative designs that improve upon existing products.

Evaluate the design of products so as to suggest improvements to the user experience |