DT Progression All Saints Church School

(incorporating some features of STEAM)

"All things are possible if you believe." Mark 9:23

	EYFS Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Use what they have learnt about media and materials in original ways, thinking about uses and purposes	Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story based	Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ips, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community story-based etc)	Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words.	Generate more than one idea for how to create a product. Gather information to help design a successful product (i.e. by asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. Suggest improvements to develop and refine a planned idea.	Generating a range of ideas after collating relevant information (i.e. users' views). Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each.	Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources). Produce a detailed plan, with cross-sectional diagrams and computer-generated designs). Work within constraints, refining and justifying plans as necessary.
Making	Safely use and explore a variety of materials,	Explain what is being made and why. Select	Explain what is being made and	Use a range of tools and equipment	Use a range of tools and equipment with	Use a range of tools and	Use a range of tools and equipment

	tools and techniques, experimenting with colour, design, texture form and function	appropriate tools and equipment for the purpose.	why the audience will like it. Choose appropriate equipment, describing and explaining why they are being used.	accurately. Measure, mark out, assemble and join materials and components with some accuracy.	accuracy. Measure, mark out, join, assemble materials and components with accuracy.	equipment expertly. Consider the aesthetic qualities and functionality of my work when making.	precisely. OBJ Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary
Evaluation	Talk about what they made and say what they like about it.	Talk about own and pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to do (fits the design brief) and how it could be improved)	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.	Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.	Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.	Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.
Cooking and Nutrition	Understand the importance of a healthy diet Know how to maintain hygiene	Know how to mix and shape food with close supervision. Eg salt dough, and jelly	Know how to peel, cut, grate, mix and mould food with supervision.	Know how to peel, cut, grate, mix and mould food with supervision.	Know how to peel, cut, grate, mix, mould and begin to cook foods (using appropriate	Cut, mix and mould and begin to use pizza oven to heat food with adult supervision	Cut, mix, mould and use appropriate equipment to heat food,

	and follow the cooking process			Know how to begin to cook foods (using appropriate equipment and supervision)	equipment with supervision).		developing independence with this as appropriate.
Construction	Know how to use scissors and joining materials in various ways	Use sheet materials and construction tools with appropriate supervision.	Use sheet materials and construction tools with appropriate supervision	Use sheet materials and construction tools with appropriate supervision	Use sheet materials and construction tools with appropriate supervision	Use sheet materials and construction tools with appropriate supervision	Use sheet materials and construction tools with appropriate supervision
Textiles	Explore the texture of a range of fabrics	Join materials with simple running stitch	Create a textile product using a running stitch and cross stitch, following a design	Create a textile product using whip stitch and running stitch. Begin to explore embellishments.	Create a textile product using whip stitch, back stitch running stitch. Add embellishments and fastenings	Create a textile product using whip stitch and running stitch. Add embellishments and applique. Pin fabrics and think about seam allowance.	Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.
Mechanisms	Use construction materials to explore wheels, joining, cogs	Know about the movement of simple mechanisms such as sliders	Know the movement of simple mechanisms such as levers, wheels and axles		Know about movement of simple mechanisms such as levers and linkages.	Understand how mechanical systems such as cams and pulleys to create movement	Make a mechanism which involves a circuit.