DT Progression map 2022-23

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Thinking of own ideas for a design.	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 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).	Create a design which meets a range of requirements. Consider the tools and equipment 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 info to help design a successful product (by asking other views). Produce a detailed plan with labelled diagrams, a written explanation and step-by -step guide. Suggest improvements to develop and refine a plan.	Generate a range of ideas after collating relevant information (user 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 info to inform a design (market research using surveys, interviews 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	Use a range of small tools, including scissors, paint brushes and cutlery (Fine motor skills - ELG) Safely use and explore a variety of materials, tools and techniques (Creating with materials – ELG)	Explain what is being made and why Select appropriate tools and equipment for the purpose	Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used.	Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy.	Use a range of tools and equipment with accuracy. Measure, mark out, assemble and join materials and components with accuracy.	Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making.	Use a range of tools and equipment precisely. Consider the aesthetic qualities and functionality of my product when making it, refining details as necessary.
Evaluation	Talk about what they like and dislike about their product.	Talk about own and pre-existing products, saying what is good or bad. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	Describe how their own 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 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 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 functionality of a product (own or pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods and sustainability of the product and how much a product costs to make.

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Food and Nutrition	Know of interesting ways to decorate food	Know how to peel, cut, grate, mix and mould foods with close supervision.	Know how to peel, cut, grate, mix and mould foods with supervision.	Know how to peel, cut, grate, mix and mould foods and begin to cook foods (using toasters and microwaves with supervision)	Know how to peel, cut, grate, mix and mould foods and begin to cook foods (using toasters and microwaves with supervision	Cut, mix, mould and begin to use hobs to heat food with appropriate supervision.	Cut, mix, mould and to use hobs to heat food, developing independence with this as appropriate.
Construction	Share their creations, explaining the process they have used (Creating with materials – ELG)	Use sheet materials and construction tools with a 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 and construction materials appropriately.	Use sheet and construction materials appropriately
Textiles	Threading beads and cards.		Cut then join textiles using a running stitch, over sewing or glue. Decorate using a range of items (buttons, sequins, beads, ribbons)		Cut then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique)	Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.	
Mechanisms	Know about movement of simple mechanisms such as split pins and folds.	Know about movement of simple mechanisms such as levers, sliders, wheels and axels.		Know about movement of simple mechanisms such as levers and linkages.			Understand how mechanical systems such as cams, pulleys or gears create movement.