



This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for DT

NEWBOLD SCHOOL DT SKILLS PROGRESSION EYFS - YEAR 6		
1. Develop, design and/or research		
EYFS	KS1*	KS2 - Teaching together as one class *
<p><b>Develop/Design</b> their own ideas and then decide which materials to use to express them. Use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Develop and Design</b> purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p><b>Use Research and Develop Design</b> criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
<p><b>Explore</b> different materials freely, to develop ideas about how to use them and what to make.</p>	<p><b>Explore</b>, using technical knowledge, on how to build structures and how they can be made stronger, stiffer and more stable; using mechanisms in their products.</p>	<p><b>Explore</b>, using technical knowledge, on to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products and electrical systems in their products.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>

## 2. Make

EYFS	KS1*	KS2 - Teaching together as one class *
<p><b>Make</b> imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Join different materials and explore different textures.</p>	<p><b>Make</b>, select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Make</b>, select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>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</p>

## 3. Evaluation

<p><b>Evaluate</b> - To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Evaluate</b> - To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria.</p>	<p><b>Evaluate</b> - To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>
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#### 4. Cooking

**Cooking** - To learn about the importance of fruit and vegetables for a healthy diet. To participate in basic decorating, mixing, chopping and toasting under close supervision.

To learn where fruit and vegetables are grown.

**Cooking and nutrition** - To use the basic principles of a healthy and varied diet to prepare dishes.

To understand where food comes from.

**Cooking and nutrition** - To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

\* Skills are built upon as the children move up the year groups. Expectations are higher as the children progress.