

Oak Tree Federation

Design and Technology Progression Map

EYFS Framework					
Personal, Social and Emotional Development ELG: Self-Regulation <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Fine Motor Skills <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing. Expressive Arts and Design ELG: Creating with Materials Safely <ul style="list-style-type: none"> use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. 					
Designing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Do they use own ideas to design something and describe how their own idea works? Can they design a product which moves? Can they explain to someone else how they want to make their product and make a simple plan before making?	Can they think of an idea and plan what to do next? Can they explain why they have chosen specific textiles?	Can they prove that a design meets a set criteria? Can they design a product and make sure that it looks attractive? Do they choose a material for both its suitability and its appearance?	Do they use ideas from other people when designing? Can they produce a plan and explain it? Do they persevere and adapt work when original ideas do not work? Can they communicate ideas in a range of ways, including by sketches and drawings which are annotated?	Do they come up with a range of ideas after collecting information from different sources? Can they produce a detailed, step-by-step plan? Can they explain how a product will appeal to a specific audience? Can they design a product that requires pulleys or gears?	Do they use market research to inform plans and ideas? Can they follow and refine original plans? Do they justify planning in a convincing way? Can they show that culture and society is considered in plans and designs?
Making					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Do they use own ideas to make something? Can they make a product which moves? Do they choose appropriate	Can they choose tools and materials and explain why they have chosen them?	Can they follow a step-by-step plan, choosing the right equipment and materials?	Do they know which tools to use for a particular task and show knowledge of handling the tool?	Do they use a range of tools and equipment competently? Can they make a	Do they know which tool to use for a specific practical task? Do they know how to

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resources and tools?	<p>Do they join materials and components in different ways?</p> <p>Do they measure materials to use in a model or structure?</p>	<p>Do they select the most appropriate tools and techniques for a given task?</p> <p>Can they make a product which uses both electrical and mechanical components?</p> <p>Can they work accurately to measure, make cuts and make holes?</p>	<p>Do they know which material is likely to give the best outcome?</p> <p>Can they measure accurately?</p>	<p>prototype before making a final version?</p> <p>Can they make a product that relies on pulleys or gears?</p>	<p>use any tool correctly and safely?</p> <p>Do they know what each tool is used for?</p> <p>Can they explain why a specific tool is best for a specific action?</p>
Evaluating					
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>Can they describe how something works?</p> <p>Can they explain what works well and not so well in the model they have made?</p>	<p>Can they explain what went well with their work?</p>	<p>Can they explain how to improve a finished model?</p> <p>Do they know why a model has, or has not, been successful?</p>	<p>Can they evaluate and suggest improvements for design?</p> <p>Can they evaluate products for both their purpose and appearance?</p> <p>Can they explain how the original design has been improved?</p> <p>Do they present a product in an interesting way?</p>	<p>Can they suggest alternative plans; outlining the positive features and drawbacks?</p> <p>Can they evaluate appearance and function against original criteria?</p>	<p>Do they know how to test and evaluate designed products?</p> <p>Can they explain how products should be stored and give reasons?</p> <p>Can they evaluate product against clear criteria?</p>
Technical Knowledge					
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>Can they make their own model stronger?</p>	<p>Can they make a model stronger and more stable?</p> <p>Do they use wheels and axles, when appropriate</p>	<p>Do they know how to strengthen a product by stiffening a given part or reinforce a part of the structure?</p>	<p>Do they link scientific knowledge by using lights, switches or buzzers?</p> <p>Do they use electrical systems to enhance the</p>	<p>Do they link scientific knowledge to design by using pulleys or gears?</p> <p>Do they use more complex IT program to</p>	<p>Do they use electrical systems correctly and accurately to enhance a given product?</p> <p>Do they know which IT</p>

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	to do so?	Can they use a simple IT program within the design?	quality of the product? Can they use a simple IT program within the design?	help enhance the quality of the product produced?	product would further enhance a specific product? Do they use knowledge to improve a made product by strengthening, stiffening or reinforcing?
Food					
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Can they cut food safely?	Can they weigh ingredients to use in a recipe? Can they describe the ingredients used when making a dish or cake?	Can they describe how food ingredients come together? Can they weigh out ingredients and follow a given recipe to create a dish? Can they talk about which food is healthy and which food is not? Do they know when food is ready for harvesting?	Do they know how to be both hygienic and safe when using food? Do they bring a creative element to the food product being designed?	Can they be both hygienic and safe in the kitchen? Do they know how to prepare a meal by collecting the ingredients in the first place? Do they know which season various foods are available for harvesting?	Can they explain how food ingredients should be stored and give reasons? Can they work within a budget to create a meal? Do they understand the difference between a savoury and sweet dish?