



## Design & Technology Progression of Skills –Oaklands Community Primary School

	EYFS	KS1	LKS2	UKS2
<b>Mechanisms</b>		<ul style="list-style-type: none"> <li>begin to use levers or slides</li> <li>begin to understand how to use wheels and axles</li> </ul>	<ul style="list-style-type: none"> <li>alter product after checking, to make it better</li> <li>begin to try new/different ideas</li> <li>use simple lever and linkages to create movement</li> <li>select most appropriate tools / techniques</li> <li>explain alterations to product after checking it</li> <li>grow in confidence about trying new / different ideas.</li> <li>use pneumatics to create movement</li> </ul>	<ul style="list-style-type: none"> <li>grow in confidence about trying new / different ideas</li> <li>begin to use cams, pulleys or gears to create movement</li> <li>refine product after testing, considering aesthetics, functionality and purpose</li> <li>incorporate hydraulics and pneumatics</li> </ul>
<b>Food</b>	<p>Begin to understand some food preparation tools, techniques and processes</p> <p>Practise stirring, mixing, pouring, blending</p> <p>Discuss how to make an activity safe and hygienic</p> <p>Discuss use of senses</p> <p>Understand need for variety in food</p> <p>Begin to understand that eating well contributes to good health</p>	<ul style="list-style-type: none"> <li>describe textures</li> <li>think of interesting ways to decorate food</li> <li>describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>discuss how fruit and vegetables are healthy</li> <li>cut, peel and grate safely, with support</li> <li>explain hygiene and keep a hygienic kitchen</li> <li>describe properties of ingredients and importance of varied diet</li> <li>say where food comes from (animal, underground etc.)</li> <li>describe how food is farmed, home-grown, caught</li> <li>draw eat well plate; explain there are groups of food</li> <li>describe “five a day”</li> <li>cut, peel and grate with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>carefully select ingredients</li> <li>think about how to grow plants to use in cooking</li> <li>begin to understand food comes from UK and wider world</li> <li>describe how healthy diet= variety/balance of food/drinks</li> <li>explain how food and drink are needed for active/healthy bodies.</li> <li>prepare and cook some dishes safely and hygienically</li> <li>grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> <li>explain how to be safe/hygienic</li> <li>think about presenting product in interesting/ attractive ways</li> <li>understand ingredients can be fresh, pre-cooked or processed</li> <li>describe eat well plate and how a healthy diet=variety / balance of food and drinks</li> <li>explain importance of food and drink for active, healthy bodies</li> <li>prepare and cook some dishes safely and hygienically</li> </ul>	<ul style="list-style-type: none"> <li>explain how to be safe / hygienic and follow own guidelines</li> <li>present product well - interesting, attractive, fit for purpose</li> <li>begin to understand seasonality of foods</li> <li>understand food can be grown, reared or caught in the UK and the wider world</li> <li>describe how recipes can be adapted to change appearance, taste, texture, aroma</li> <li>explain how there are different substances in food / drink needed for health</li> <li>prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</li> <li>use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>explain seasonality of foods</li> <li>learn about food processing methods</li> <li>name some types of food that are grown, reared or caught in the UK or wider world</li> <li>adapt recipes to change appearance, taste, texture or aroma.</li> <li>describe some of the different substances in food and drink, and how they can affect health</li> <li>prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li> </ul>



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<b>Structures</b>		<ul style="list-style-type: none"> <li>• begin to measure and join materials, with some support</li> <li>• describe differences in materials</li> <li>• suggest ways to make material/product stronger</li> <li>• measure materials</li> <li>• describe some different characteristics of materials</li> <li>• join materials in different ways</li> <li>• use joining, rolling or folding to make it stronger</li> <li>• use own ideas to try and make product stronger</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate materials</li> <li>• work accurately to make cuts and holes</li> <li>• join materials</li> <li>• begin to make strong structures</li> <li>• measure carefully to avoid mistakes</li> <li>• continue working on product even if original didn't work</li> <li>• make a strong, stiff structure.</li> </ul>	<ul style="list-style-type: none"> <li>• select materials carefully, considering intended use of product and appearance</li> <li>• explain how product meets design criteria</li> <li>• measure accurately enough to ensure precision</li> <li>• ensure product is strong and fit for purpose</li> <li>• begin to reinforce and strengthen a 3D frame</li> </ul>
<b>Textiles</b>		<ul style="list-style-type: none"> <li>• measure, cut and join textiles to make a product, with some support</li> <li>• choose suitable textiles</li> <li>• join textiles together to make a product, and explain how I did it</li> <li>• carefully cut textiles to produce accurate pieces</li> <li>• explain choices of textile</li> <li>• understand that a 3D textile structure can be made from two identical fabric shapes</li> </ul>	<ul style="list-style-type: none"> <li>• join different textiles in different ways</li> <li>• choose textiles considering appearance and functionality</li> <li>• begin to understand that a simple fabric shape can be used to make a 3D textiles project</li> <li>• think about user when choosing textiles</li> <li>• think about how to make product strong</li> <li>• begin to devise a template</li> <li>• explain how to join things in a different way</li> </ul>	<ul style="list-style-type: none"> <li>• think about user and aesthetics when choosing textiles</li> <li>• use own template</li> <li>• think about how to make product strong and look better</li> <li>• think of a range of ways to join things</li> <li>• begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> <li>• think about user's wants/needs and aesthetics when choosing textiles</li> <li>• make product attractive and strong</li> <li>• make a prototype</li> <li>• use a range of joining techniques</li> <li>• think about how product might be sold</li> <li>• think carefully about what would improve product</li> <li>• understand that a single 3-D textiles project can be made from a combination of fabric shapes.</li> </ul>



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<b>Electrical Systems</b>			<ul style="list-style-type: none"><li>• use simple circuit in product</li><li>• learn about how to program a computer to control product.</li><li>• understand and use electrical systems in their products linked to science coverage.</li><li>• Apply their understanding of computing to program and control their products.</li><li>• Know and use technical vocabulary relevant to the project.</li></ul>	<ul style="list-style-type: none"><li>• Understand and use electrical systems in their products linked to science coverage.</li><li>• Apply their understanding of computing to program and control their products.</li><li>• Know and use technical vocabulary relevant to the project.</li><li>• incorporate switch into product</li><li>• confidently use number of components in circuit</li></ul>



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### End of Key Stage Expectations

	<b>KS1</b>	<b>KS2</b>
<b>Mechanisms</b>	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<b>Food</b>	Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from.	*Understand and apply the principles of a healthy and varied diet  *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<b>Structures</b>	Build structures, exploring how they can be made stronger, stiffer and more stable	Apply their understanding of how to strengthen, stiffen and reinforce more <i>complex structures</i>
<b>Textiles</b>	Be able to join materials together to make a project, developing key skills.	Understand how wants and needs of target market could affect products, use different methods confidently to create products.
<b>Electrical Systems</b>		Understand and use electrical systems in their products (for example, series circuits)