



'Let your light shine as you grow'

Subject Leader Skills Progression	
Subject: DT	Subject Leader: Sam Pike

An EYFS Designer		
<ul style="list-style-type: none"> I can describe what happens when media are combined, for example combining collage materials with paint I can choose and name things like paper, material or ribbon that I want to use to make a picture. I can use bricks and boxes to make the things I want. I can choose the things I want in order to make something. If my ideas don't work I can choose something else or change the way I do it. I can use a variety of tools and materials for example scissors, masking tape, glue, hole punches and string to fix or join things. I can safely choose and use the correct tools for a purpose for example a stapler to join paper I can recall my previous learning, refine the ideas and improve my design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 		
A Year 1 Designer	A Year 2 Designer	A Year 3 Designer
<ul style="list-style-type: none"> I can understand what products are used for, how they work and materials used - <i>look at toys, machines, games...</i> I can draw basic initial design ideas using prompts/modelled examples I can choose my favourite design idea I can choose appropriate resources and tools - <i>identify and collect</i> I can verbally discuss what I like about my final piece. 	<ul style="list-style-type: none"> I can look at different examples of a design I can think of an idea and draw basic initial design ideas using examples I can choose my favourite design idea and say why I have chosen it I can make a simple plan before making I can choose tools and materials and explain why I have chosen them (verbally) I can build structures, exploring how they can be made stronger, stiffer and more stable I can join materials and components in different ways I can measure materials to use in a model or structure. I can write something I like about my design and one thing I would improve I can say what I like about my peer's work. 	<ul style="list-style-type: none"> I can research different designs and record my findings (<i>images, print out, drawings</i>) I can think of an idea and draw basic initial design ideas using a set of criteria I can create and follow a step by step plan I can select the most appropriate tools and techniques for a given task and give reasons for my choices I can develop my design by including some electrical or mechanical components <i>i.e. lights, joint movements, wheels</i> I can accurately measure, make cuts and holes. I can evaluate my final piece giving positives and areas to develop I can say what I like about my peer's work and why.



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A Year 4 Designer	A Year 5 Designer	A Year 6 Designer
<ul style="list-style-type: none"> • I can research my project in detail collecting evidence of my findings • I can start to generate detailed ideas, considering the purposes for which they are designing • I can label my drawings from different views showing specific features - <i>front, side, birds-eye views</i> • I can develop a plan showing how to use materials, equipment and processes in clear steps. • I can consider the views of others, including intended users, how it will function and how it will look • I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • I can evaluate my products carrying out appropriate tests • I can evaluate my peer's work and giving a positive and an area to develop. 	<ul style="list-style-type: none"> • I can start to generate, develop, model and communicate my ideas through discussion, research, annotated sketches. • I can follow a design criteria to inform and develop the design of products that are fit for purpose - <i>give the children a design challenge with specific criteria</i> • I can select appropriate materials, tools and techniques and plan in detail my methods <i>e.g. cutting, shaping, joining and finishing,</i> • I can begin to measure and mark out more accurately and demonstrate how to use skills when using different tools and equipment safely and accurately • I can evaluate my work both during and at the end of the assignment and seek evaluation from others 	<ul style="list-style-type: none"> • I can confidently generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • I can plan the order of my work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail • I can investigate how much products cost to make • I can assemble components to make working models - <i>including moving parts, electrics, pulleys</i> • I can evaluate against their original criteria and suggest ways that their product could be improved • I can evaluate others work against the original criteria and give suggestions on how to develop further



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Key Stage 1									
Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes, Ingredients Evaluation	Weighing and Measuring	Cutting and Knife Skills	Mixing	Shaping and Assembling	Heating	Serving and Garnishing
<p>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods</p> <p>Are beginning to use the eatwell plate</p> <p>Are able to eat sociably with others</p> <p>Understand the importance of water and drinking water regularly</p> <p>Understand the importance of regular meals and healthy snacks</p> <p>Understand the types of food that can affect the health of teeth</p>	<p>Know that all food comes from plants or animals and can identify some foods from each group</p> <p>Aware that some food packaging has labels giving information</p> <p>Know some of the influences on the food we eat (eg celebrations, preferences)</p> <p>Understand the importance of not wasting food and know how to recycle packaging</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>With supervision get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>Understand how everyday foods are stored differently to ensure they are safe to eat. (eg fridge or freezer)</p>	<p>Recognise a range of familiar ingredients (eg vegetables, dairy, eggs)</p> <p>Describe the taste of a range of ingredients</p> <p>Identify what they like and dislike about the food they have cooked and how to improve its taste</p> <p>Follow simple recipe instructions, either in simple sentences or using pictures</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (eg apple)</p> <p>With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (eg tomato)</p> <p>With close supervision, mash cooked food (eg potatoes with a masher)</p> <p>With close supervision, peel soft vegetables using a peeler (eg cucumber)</p> <p>With close supervision, cut food into evenly sized largish pieces (eg potatoes)</p> <p>With close supervision, and physical guidance if necessary, peel harder food (eg apple, potato)</p> <p>With close supervision, use a melon baller to core an apple</p> <p>With close supervision, grate soft food, using a grater (eg cheese)</p> <p>Drain away liquids from packaged food using a sieve or colander (eg tuna or sweet corn)</p> <p>Use a lemon squeezer</p>	<p>Sift flour into bowl</p> <p>Mix, stir and combine liquid and dry ingredients (eg muffins)</p> <p>With help, use hands to rub fat into flour (eg rock buns)</p> <p>With help crack an egg and beat together using a fork</p>	<p>With physical guidance and supervision, use a small table knife for spreading soft spreads on to bread</p> <p>Use hands to shape dough in to small balls or shapes</p> <p>With help and supervision, assemble and arrange cold ingredients (eg sandwich, fruit kebabs, bruschetta)</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and/or microwave</p> <p>Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans / saucepans</p>	<p>With guidance, use a tablespoon to serve cold food into bowls or plates</p> <p>With guidance, pour or drizzle dressing on to salads</p> <p>Lightly sprinkle garnish on cold food (eg herbs, grated cheese)</p>



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Lower Key Stage 2									
Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes and Ingredients	Weighing Measuring	Cutting and Knife Skills	Mixing	Shaping Assembling	Heating	Serving Garnishing
<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p> <p>Are able to use the eatwell plate</p> <p>Understand the value of eating sociably</p> <p>Understand the importance of keeping hydrated</p> <p>Begin to understand appropriate portion sizes for regular meals and healthy snacks</p> <p>Know the importance of a healthy breakfast</p> <p>Understand how to keep teeth healthy</p>	<p>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat</p> <p>Understand that people have different views on how food is produced and that this influences the food they buy</p> <p>Begin to be able to read and understand food labels</p> <p>Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, health, occasion)</p> <p>Know the importance of, and be able to, recycle food-related waste</p>	<p>Know and can follow basic food safety rules</p> <p>Understand how bacteria in food can cause food poisoning or food to go mouldy</p> <p>Know how to get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away</p> <p>Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)</p>	<p>Recognise and name a broad range of ingredients (eg cereals, meat, fish)</p> <p>Use simple food descriptors relating to flavour, texture and appearance</p> <p>Identify what they would do differently next time to improve what they have made</p> <p>Read and follow a simple recipe</p>	<p>Begin to use a jug to measure liquids</p> <p>Begin to use weighing scales</p>	<p>With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)</p> <p>With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)</p> <p>With supervision, use a masher to mash hot food to a fairly smooth texture</p> <p>With supervision, begin to peel harder food (eg apple, potato)</p> <p>With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)</p> <p>With supervision, crush garlic using a garlic press</p> <p>With supervision, grate harder food using a grater (eg apples, carrots)</p>	<p>Sieve flour, raising agents and spices together in to a bowl</p> <p>Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)</p> <p>Crack an egg and beat with balloon whisk</p> <p>Use hands to rub fat into flour (eg scones, apple crumble)</p> <p>Cream fat and sugar together using a mixing spoon</p>	<p>Knead and shape dough in to evenly sized shapes</p> <p>Use a rolling pin to flatten and roll out dough (eg scones)</p> <p>With supervision, use biscuit cutters</p> <p>Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast)</p> <p>Coat food with egg and breadcrumbs (eg fish cakes)</p>	<p>With help and supervision, begin to use a toaster or microwave (e.g beans on toast)</p> <p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven use oven gloves and a fish slice to remove scones from the baking tray</p> <p>Although pupils will not be cooking food on the hob or in the oven, pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven</p>	<p>Begin to recognise appropriate ingredients to garnish hot and cold food</p> <p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)</p> <p>Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</p> <p>Begin to understand appropriate portion sizes when serving food</p> <p>Begin to understand what types of food can be served together to make a balanced meal</p>