Year	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition	Vocabulary

Glen Hills Primary School Progression Map – D&T

D&T	SAS Key Learning Objectives					Vocabulary
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EYFS	**Adult led:** I can begin to understand what it means to design. I can begin to share ideas about my design. I can draw my design.	**Adult led:** I select materials chosen by my teacher. I can follow step by step adult instructions to cut, shape & join materials. I can safely use tools eg scissors.	I can begin to make comparisons between my design and product. **Adult led:** I can describe which materials were used and how.	**With adult support if necessary**, I can choose the correct materials and the correct size to make my design.	**Adult led:** I can begin to understand healthy and unhealthy food options. I can begin to understand why healthy food choices are important for growth and nutrition. Without heat, I can prepare and put fresh ingredients together.	Design, shape, cut, stick, glue, colours, fold, materials.
Year 1	I use my own experiences to describe what my product is for. I say how my product will work & whether it is for me or other people. I develop & communicate ideas by talking & drawing.	I can plan my design. I select from tools & materials chosen by my teacher. I can cut, shape & join materials. I follow safety & hygiene procedures.	I talk about my design ideas, what I am making & how it could be improved. I describe what products are, who they are for & how & where they are used.	I describe the simple characteristics of materials & components. I know that a 3D textile product can be assembled from two identical fabric pieces.	**With support:** I can identify that all food comes from plants or animals, & has to be grown, farmed or caught. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	Product, design, evaluate, tools, materials, cut, shape, join, hygiene, improvement, 3D, fabric, sew, cut, peel, grate.
Year 1 GDS	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	Product, design, evaluate, tools, materials, cut, shape, join, hygiene, improvement, 3D, fabric, sew, cut, peel, grate, levers, sliders, wheels, axles.

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Year 2	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	Product, design, evaluate, tools, materials, measure, mark, cut, shape, join, hygiene, improvement, fabric, cut, peel, grate, levers, sliders, wheels, axles.
Year 2 GDS	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	**I can discuss:** How to use maths & science to design products that work. How materials have functional & aesthetic qualities **I can, with support, identify:** How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	Product, design, evaluate, tools, materials, measure, mark, cut, shape, join, hygiene, improvement, fabric, cut, peel, grate, levers, sliders, wheels, axles, recycle, reuse, pneumatics, UK, Europe, savoury.
Year 3	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	**I can discuss:** How to use maths & science to design products that work. How materials have functional & aesthetic qualities **I can, with support, identify:** How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	Product, design, evaluate, tools, materials, measure, mark, cut, shape, join, hygiene, improvement, levers, sliders, wheels, axles, recycle, reuse, pneumatics, UK, Europe, savoury, spread, knead.
Year 3 GDS	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation.	**I can, with support, identify:** How to use maths & science to design products that work. How materials have functional & aesthetic qualities.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body.	Product, design, evaluate, tools, equipment, materials, measure, mark, cut, shape, join, hygiene,

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	I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	**I can identify:** How levers/pneumatics create movement. How to make strong shell structures.	I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	improvement, savoury, spread, knead, chop, slice, bake, prototype, pattern, adapt, investigate, analyse.
Year 4	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	**I can, with support, identify:** How to use maths & science to design products that work. How materials have functional & aesthetic qualities. **I can identify:** How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	Product, design, evaluate, tools, equipment, materials, measure, mark, cut, shape, join, hygiene, improvement, fabric, levers, recycle, reuse, pneumatics, savoury, knead, chop, slice, bake, prototype, pattern, adapt, investigate, analyse.
Year 4 GDS	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	**I can, with support, identify:** How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	Product, design, evaluate, compare, tools, equipment, materials, measure, mark, cut, shape, join, hygiene, improvement, recycle, reuse, pneumatics, savoury, knead, chop, slice, bake, prototype, pattern, adapt, investigate, analyse, 3D, specification,

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						construction, recipe, appearance, taste, texture, aroma.
Year 5	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	**I can, with support, identify:** How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	Product, design, sketches, cross-section, evaluate, compare, tools, equipment, materials, measure, mark, cut, shape, join, hygiene, improvement, pulley, gear, cam, electrical circuit, savoury, prototype, pattern, adapt, investigate, analyse, 3D, specification, construction, recipe, appearance, taste, texture, aroma.
Year 5 GDS	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	**I can identify & analyse:** How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination of shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	Product, design, sketches, cross-section, evaluate, compare, tools, equipment, materials, measure, mark, cut, shape, assemble, hygiene, improvement, pulley, gear, cam, electrical

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						circuit, savoury, prototype, pattern, adapt, investigate, analyse, 3D, specification, construction, recipe, processed, appearance, taste, texture, aroma.
Year 6	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	**I can identify & analyse:** How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	Product, design, sketches, cross-section, evaluate, compare, tools, equipment, materials, measure, mark, cut, shape, assemble, hygiene, improvement, pulley, gear, cam, electrical circuit, savoury, prototype, pattern, adapt, investigate, analyse, 3D, specification, construction, recipe, processed, appearance, taste, texture, aroma.
Year 6 GDS	I work confidently within different domestic, local & industrial contexts. I use research, including the study of different cultures,	I select from & use a more complex range of materials, components, & ingredients; taking into	I test, evaluate & refine my ideas against a specification; taking into account views of users & interested groups.	I understand properties of materials & how they can be used to enhance the performance of structural & functional elements.	I know that advertising, availability, packaging & cost can influence what individuals choose to eat; along with, where the food	Product, design, sketches, cross-section, evaluate, compare, tools,

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	to identify & understand user needs. I combine ideas from a variety of sources, decide which design criteria clash & determine which should take priority. I take creative risks.	account their functional & aesthetic properties. I understand the process of risk assessment.	I actively involve others in testing my products. I investigate & analyse new products through disassembly, & consider the positive & negative impact that they may have on the world.	I know how electrical & electronic systems can be powered & used in my products. I know about textile fibre sources & how to select & modify pattern pieces.	is produced, culture, religion & peer-pressure. I know that food safety means preventing contamination & spoilage I know how to use safety practices when storing, prepping & cooking food.	equipment, materials, measure, mark, cut, shape, assemble, hygiene, improvement, pulley, gear, cam, electrical circuit, savoury, prototype, pattern, adapt, investigate, analyse, 3D, specification, construction, recipe, processed, appearance, taste, texture, aroma, components, ingredients, risk assessment, test, refine, properties, modify, contamination, spoilage.