



DT - Progression of Key Skills and Knowledge

EYFS to Year 6

DESIGN	EYFS	Year 1	Year 2	End of KS1 expectations (NC)
Understand users, purpose & contexts	<p>Constructs with a purpose in mind using a variety of resources.</p> <p>Have their own ideas, select resources independently, find new ways to do things. (COEL Creating and thinking Critically)</p> <p>Explain what they are making and who or what it is for.</p>	<p>Explain what products they are designing and making.</p> <p>Say who their product is for.</p> <p>Explain how their product works.</p> <p>Discuss design criteria as a class and what the product will need.</p> <p>Carry out research as a class to find out preferences of the intended audience</p>	<p>Work across a range of contexts?</p> <p>Explain the products they are designing and making.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Create simple design criteria.</p> <p>Research the user of the product and their preferences.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>
	<p>Use talk to clarify their thinking and ideas.</p>	<p>Draw on their own experiences to help generate ideas.</p> <p>Communicate ideas to others.</p> <p>Use drawings and labels to communicate ideas</p>	<p>Draw upon their own experiences and existing products to develop ideas.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Make simple drawings and label parts.</p> <p>Use ICT to communicate ideas</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>
	Year 3	Year 4	Year 5	Year 6
Understand users, purpose and contexts	<p>Work across a range of contexts: home, industry, leisure and culture.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Gather information about the needs and wants of particular individuals and groups.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Suggest ways in which to gather information about consumer wants and needs.</p> <p>Justify their design criteria.</p>	<p><u>Work</u> across a range of contexts: home, enterprise, local community and leisure.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Gather information about the needs and wants of particular individuals and groups, suggesting ways to do so.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Justify their design criteria in relation to the intended user?</p>	<p>Work across a range of contexts: home, industry, leisure and wider community.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain how their product will work.</p> <p>Carry out research, using surveys, interviews and questionnaires.</p> <p>Identify the needs and wants of particular individuals and groups.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Suggest any web based resources to aid with research.</p>	<p>Work across a range of contexts: home, industry, wider and local environment.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain in detail how their product will work.</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups.</p> <p>Develop a design specification to guide their thinking.</p> <p>Suggest how they may need to alter their design for a different group or individual</p>



Generating, developing, modelling & communicating ideas	Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. Use annotated sketches to communicate their ideas. Generate realistic ideas, focusing on the needs of the user. Consider availability of resources when designing their product	Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. Generate realistic ideas, focusing on the needs of the user. Make design decisions that take account of the availability of resources. Consider the cost of their design.	Model their ideas using prototypes and pattern pieces. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Explain what Computer aided design is and how it might be used. Generate innovative ideas, drawing on their own research. Make design decisions, taking account of constraints such as resources and cost. Consider how time constraints would impact their design. Explain how CAD has impacted design.	Model their ideas using prototypes and pattern pieces. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer aided design is and how it might be used. Generate innovative ideas, drawing on their own research. Make design decisions, taking account of constraints such as resources and cost. Make adjustments to their design during the process due to time constraints.
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MAKING	EYFS	Year 1	Year 2
Planning	To have a purpose in mind when constructing. Select appropriate resources and adapt work when needed. Selects tools and techniques needed to shape, assemble and join materials they are using Use a range of small tools, including scissors, paintbrushes and cutlery	Plan by suggesting what to do next. Select tools and equipment. Select suitable materials. Explain why they have chosen tools and materials Alter choices during design process if needed.	Plan by suggesting what the next steps should be. Select tools and equipment and explain their choices. Choose from a range of materials the most suitable for the project. Explain material choices according to the characteristics of the material.
Practical skills & techniques: Mechanisms		Make hinges in different ways with different materials. Choose a hinge for a door on a space rocket Recognise a lever and a slider Understand that levers and sliders are mechanisms and can make things move. Understand the terms levers and pivots Identify the direction of movement in a sliding mechanism Investigate ways of making sliders and hinges Can create simple levers and sliders to make a moving model	Assemble, join and combine materials and components. Measure, mark out, cut and shape materials and components to make a wheel axis mechanism. Use a range of materials and components to create their mechanism. Use appropriate tools and equipment safely. Measure and mark out with accuracy. Describe how their mechanism works.

Practical skills & techniques: Structures	Handle objects and construction materials safely and with increasing control.	Make a stable structure from paper, card and tape. Follow instructions to cut and assemble supporting structures together Test is a structure is strong and stable..	Select the most appropriate material for their structure Use tools appropriate for construction where appropriate Join materials to make structure stable Create joints and structures from paper, card and tape. Understand the purpose of structures. Explore the features of different structures Compare stability of different shapes Test the strength of a prototype Begin to identify the strongest and weakest part of a structure and adapt the materials to strengthen the structure.
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	Early Years	Year 1 – Making a stocking	
Practical skills & techniques: Textiles	Experiment to create different textures Understand that different media can be combined to create new effects	Templates	Use an existing template to draw onto felt Apply safety pins to secure the template to the fabric with support.
		Fastenings	Understand what a fastening is
		Stitching	Independently cut a piece of thread to the correct size ready to sew Sew a running stitch with support Use a cross stitch Thread a needle with support Identify the parts of a needle – point, eye
		Decorative techniques	Sew a button as a decoration Create a simple appliqué glued or stitched Use cross stitch as a decoration
		Cutting	Neatly cut out a basic shape on felt with scissors with some support if needed. Shape fabric for a design with scissors
		Joining/structure	Learn different ways to join fabric together – pinning, gluing, stapling, straight running stitch Talk about the best ways to join fabric thinking about benefits of techniques Know that a pocket can be made from 2 identical shapes.

		Count the Quantity of food needed e.g. 6 grapes, 2 carrots	Measure in non statutory measures e.g. spoons and cups.
Practical skills and techniques: Cooking and Nutrition	Where food come from/ Consumer awareness	Know that foods come from plants or animals. Understand the difference between fruit and vegetables. Understand that goods have to be farmed or caught. Know which plants and animals some foods come from eg milk from a cow. Know that food can be grown or bought from a shop.	Can provide examples of foods that come from plants and animals. Understand how fruit and vegetables grow. Be aware that some food packaging has labels giving information.
	Serving and Garnishing, shaping and assembling	Present cold food on a plate. Sprinkle garnish on cold food e.g. herbs or grated cheese. Use biscuit cutters to cut shapes Put assemble and arrange cold ingredients to make a sandwich and a fruit kebab Use a table knife for spreading soft spreads onto bread With some support use a rolling pin to flatten and roll out dough Use hands to shape dough into small balls and shapes	Think about the presentation and look of food making it part of the plan. Drizzle oil to go with the bread. Use hands to shape dough into simple evenly sized shapes Serve and present food onto bowls or plates Think about accompaniments and garnish Knead and shape dough into evenly sized shapes
	Food Safety and Hygiene	Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy shouldn't be eaten and can make people ill. Know that some foods need to be washed so that they can be eaten. Know that to get ready to cook we need clean hands and an apron and hair tied back. Clear tables and equipment for washing.	Follow basic safety rules when preparing and cooking food – no running knives carried correctly etc. Take part in tidying and clearing up, wiping tables and sweeping the floor. Know that different foods need to be stored in different places
	Mixing	Sift flour into a bowl with some support Mix a small amount of cold ingredients in a bowl eg fruit salad	Sift flour independently Mix stir and combine dry and liquid ingredients (bread) Rub fat into flour with support (muffins) Crack an egg and beat together using a fork – (bread)
	Cutting and knife skills	With close supervision and physical guidance where necessary: Use the bridge hold to cut soft food using a serrated vegetable knife e.g. bananas, strawberries, cucumber Crush and mash cold food in a bowl Peel fruit using hands Tear food to divide it e.g. lettuce With help drain away liquids from tinned food using a sieve or colander e.g. tuna With help, grate soft food e.g. cheese	With close supervision and physical guidance where necessary: With support, peel an apple (tasting different flavours for bread) Grate soft food independently eg cheese Cut food into even sized pieces Mash food eg bananas Use a claw grip to cut soft foods with a serrated knife. Use a bridge hold to cut harder foods using a serrated vegetable knife
	Use of the cooker	Understand how hot food is cooked safely by observing adults using the oven. Prepare food for baking with help such as greasing a baking tray, putting cake cases into a bun tray	Prepare food for baking e.g greasing baking tins

	Year 3	Year 4	Year 5	Year 6
Planning	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Order the main stages of making.</p> <p>Explain the reasons for ordering the steps.</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Order all the stages of making with justifications.</p> <p>Contribute to a detailed step-by-step plan.</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Produce appropriate lists of tools, equipment and materials that they need?</p> <p>Formulate step-by-step plans as a guide to making.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p>	<p>Select tools and equipment suitable for the task?</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Formulate step-by-step plans as a guide to making.</p> <p>Suggest alternative materials and tools that would work equally as well</p> <p>Develop top tips for others when making their product.</p>
Technical Knowledge: Making products work	<p>Use learning from science to help design and make products that work.</p> <p>Learn from mathematics to help design and make products that work.</p> <p>Use materials have both functional properties and aesthetic qualities</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>Learn from mathematics to help design and make products that work.</p> <p>Use learning from science to help design and make products that work.</p> <p>Use materials have both functional properties and aesthetic qualities.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>Use learning from science to help design and make products that work.</p> <p>Learn from mathematics to help design and make products that work.</p> <p>Use materials have both functional properties and aesthetic qualities.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Use techniques that involve a number of steps.</p>	<p>Use learning from science to help design and make products that work.</p> <p>Learn from mathematics to help design and make products that work.</p> <p>Use materials have both functional properties and aesthetic qualities.</p> <p>Use materials can be combined and mixed to create more useful characteristics.</p> <p>Use mechanical and electrical systems that have an input, process and output.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Accurately measure, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Use techniques that involve a number of steps.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>

	Year 3	Year 4	Year 5	Year 6
Technical knowledge: Mechanisms	<p>Levers and linkages Describe what a mechanism is Understand standalone mechanisms Identify a lever, linkage and pivot and describe each purpose. Identify the direction of movement in basic mechanisms. Provide an example of a product that has a lever and linkage system. Begin to understand that a mechanism has an input and an output. Create a moving prototype by making a linkage using card for levers and split pins for pivots. Experiment with linkages adjusting the heights, widths and thicknesses of the card used.</p>		<p>We like to move it move it! Understand what a mechanical system is connecting mechanisms together Know that mechanisms can convert one type of motion to another. Start to combine a range of mechanisms together to make a prototype. To know what the input and output of a mechanism is. Understand that belt and pulley systems are used to transfer movement from one axel to another. Can create a simple pulley system to move a load. Identify what stops wheels from turning and understands that a wheel needs an axel in order to move. Understand that a cam is a linkage system which has a follower to convert rotary movement (round and round) to linear movement (up and down)</p>	

	Year 3	Year 4	Year 5	Year 6
Technical knowledge: Structures		<p>Stable structures to withstand earthquakes Explain and show to make strong, stiff shell structures Understand the definition and importance of strength, stability and stiffness. Know that different shapes can strengthen and weaken structures and the materials can be manipulated to improve strength and stiffness. Design a stable structure that can support weight Select appropriate materials to build a strong structure Understand that by creating triangles it will keep its shape and make it stronger. Apply their knowledge and understanding that shapes and structures with wide flat bases or legs are the most stable and use this when designing their structure.</p>	<p>Structures – Viking longhouses Explain and demonstrate how to reinforce and strengthen a 3D framework. Understand how to reinforce a net and add strength e.g. using sticky back plastic. Create a timber frame to add strength to a 3D project Reinforce corners to strengthen a structure Select appropriate materials to build a stronger structure. Adapt and improve a structure by identifying areas of weakness and reinforcing them. Use a range of materials to reinforce and add decoration to structures. Create a frame structure using triangulation</p>	
Technical knowledge: Electrical circuits		<p>The iron mans eyes Recognise electronic components and a simple circuit. Start to recognise simple circuit symbols Know the key components to create a functioning circuit. Understand that breaks in a circuit will stop it working. Know that batteries are used to store electricity can can be used to power products Create a simple circuit to make a light flash</p>		<p>Fairground rides Understand that when electricity enters a magnetic field it can make a motor. Create a simple DC motor Understand what a DC motor means and how to incorporate it into a design to create rotary movement Select appropriate electronic components to make a particular circuit. Understand electricity is energy Know terminology conductor, insulator, LED, battery coin cell batteries</p>

	Year 3	Year 4	Year 5	Year 6
Practical Skills & Techniques: Textiles	<p>Making a purse Understand the function of templates Adapt an existing template Independently apply safety pins to the template to secure against the fabric before applying a pencil to trace Understand the benefit of using safety pins to hold fabric in place Design and make a basic shaped template and understand the need for a seam allowance Use pins to secure the template in place with some support Label all templates</p>			<p>Slippers for special friends Draw an appropriate template shape with accuracy and keeping with the design criteria Apply a 15mm seam allowance (measuring) Use pins to secure templates in place with greater independence Independently label all features of the template – name of part, quantity etc.</p>
	<p>Provide some examples of simple fastenings Understanding that there are different types of fastenings and what they are (buttons, poppers, zip, Velcro etc.) Can articulate the advantages and disadvantages of different fastening types Apply a drawstring and eyelets to a bag</p>			<p>Apply button and buttonholes Can describe suitable fastenings to different products Select and apply appropriate fastenings to a garment</p>
	<p>Recognise different types of stitch Apply more than 1 type of hand stitching Sew a running stitch, with evenly spaced, neat, even stitches to join fabric Thread a needle and apply a knot with growing independence Name different stitch types and use these where appropriate - e.g. blanket for added structure/reinforced Apply blanket stitch so the space between the stitches are even and regular Tack two pieces of cloth together with some support Provide an advantage of tacking</p>			<p>Thread a needle and apply a knot independently Apply a range of decorative stitching Understand and recognise the difference between hand sewing and machine sewing Understand the difference between temporary (tacking) and permanent stitching Tack two pieces of cloth together Select appropriate stitching to the product, considering both functional and aesthetic purposes – e.g. functional application of additional structure/strength (blanket stitch, hem etc) Tie strong knots Sew accurately with even regularity of stitches</p>

	Year 3	Year 4	Year 5	Year 6
	<p>Decorate fabric using techniques such as block printing and tie dying.</p> <p>Select an embellishment/decoration to develop the aesthetic appearance of a drawstring bag.</p> <p>Cut out a pattern template with accuracy using scissors.</p> <p>Using a template and fabric scissors – cut out more complex shapes.</p> <p>Use a single fabric shape can be used to make a 3D textiles product</p> <p>Know that sewing with double thread can make seams stronger</p>			<p>Use a range of decorative stitches and techniques to add embellishments e.g. sewing on buttons.</p> <p>Cut safely and accurately along a marked line with fabric scissors</p> <p>Independently cut out a pattern template with accuracy ensuring seam allowance is not removed.</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Select appropriate stitching which enhances the functional properties of a product eg backstitch, blanket stitch.</p>
Practical Skills & Techniques: Cooking & Nutrition	<p>With support begin to use a jug to measure liquids</p> <p>With support begin to use weighing scales to measure and weigh ingredients.</p> <p>Know that vegetables and fruit grow in certain seasons</p> <p>Describe benefits of seasonal fruit and vegetables and the impact on the environment.</p> <p>Learn the climate effects food growth and alters the sweetness of food.</p> <p>Begin to understand that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Understand that food is caught or farmed and changed to make it palatable/safe to eat.</p> <p>Understand that people have different views on how food is produced and that it influences they consumer choices</p> <p>Begin to read and understand food labels.</p> <p>Understand that there are a variety of influences on food with choose to eat e.g. who we are with, seasons, occasions</p> <p>Know the importance of recycling food waste and packaging</p>	<p>With greater independence use a jug to measure liquids</p> <p>Use weighing scales to measure and weigh ingredients</p> <p>Provide examples of food that is grown, reared and caught in UK Europe and the Wider World.</p> <p>Know examples of fruit and vegetables that are grown in certain seasons.</p> <p>Explain why food is caught or farmed and changed to make it palatable/safe to eat.</p> <p>List some methods on how food is produced which influences the food some consumers buy e.g. organic</p> <p>Describe important features on food labels to inform decisions.</p> <p>Know a variety of influences on the food we choose to eat e.g. who we are with, seasons, occasions</p>	<p>Accurately use a jug to measure liquids</p> <p>Accurately use weighing scales to measure and weigh ingredients</p> <p>Explain that food that is grown, reared and caught in UK Europe and the Wider World providing examples.</p> <p>Begin to understand that seasons can affect the food available.</p> <p>Understand some basic processes of getting food from farm to plate. E.g. pasteurisation</p> <p>Understand some ethical dilemmas associated with food people choose to buy e.g. Fairtrade.</p> <p>Use information on food labels to inform choice</p> <p>Understand some social influences on the food we choose to eat – ethics, media, peer pressure</p> <p>Understand the cost of certain foods</p>	<p>With great confidence, measure liquids with precision using a jug</p> <p>Measure and weigh a range of ingredients with precision.</p> <p>Describe that food that is grown, reared and caught in UK Europe and the Wider World providing examples.</p> <p>Understand where food comes from describing the process farm to fork for a given ingredient.</p> <p>Explain how ingredients were grown reared and caught.</p> <p>Understand that seasons may affect food available – especially relevant during the wartime period.</p> <p>Describe a process to get food from farm to plate.</p> <p>List some ethical dilemmas people may have when choosing food to buy.</p> <p>Confidently analyse information on food labels to inform choice including its nutritional values.</p> <p>Understand social influences on the food we choose to eat and explain that cost impacts decision making.</p>

	Year 3	Year 4	Year 5	Year 6
	<p>Understand what a garnish is Begin to recognise appropriate ingredients to garnish hot and cold foods.</p> <p>With supervision sprinkle garnish on hot dishes e.g. cheese on pasta</p> <p>With support use spoons or jugs to serve portions of food or drinks into cups, plates or bowls</p> <p>Has a basic understanding of what a portion is.</p>	<p>Understand the function and benefit of adding garnish. Identify an ingredient to garnish hot and cold food.</p> <p>With supervision garnish dishes so that they are well presented.</p> <p>Serve portions of food and understand appropriate portion sizes</p>	<p>Choose appropriate ingredients to garnish either a hot or cold dish With supervision use a spoon or ladle to serve or transfer hot liquids Cut food into equal sized portions for the number being served Describe appropriate portion sizes when serving food.</p> <p>Use a rolling pin to flatten and roll out pastry.</p> <p>Assemble and arrange and layer more advanced dishes eg tartiflette</p>	<p>With confidence choose appropriate ingredients to garnish either a hot or cold dish With supervision confidently use a spoon or ladle to serve or transfer hot liquids Cut food into equal portions with precision for the number being served. Use hands to shape mixtures into consistently sized even pieces. Independently use a rolling pin to roll dough to a specific thickness Assemble and arrange and layer more advanced dishes</p>
	<p>Describe basic food safety rules Has a basic understanding of what food poisoning is Know how to get ready to cook – wash hands, apron on, tie back hair and check for dirty equipment With guidance follow procedures for clearing up such as washing up and drying, clearing and clearing tables and sweeping the floor. Dispose of rubbish in a thoughtful way and put equipment away.</p>	<p>Provide simple justification for safety rules showing understanding of why they are there. Describe that bacteria in food can cause food poisoning or food to go mouldy. Know how to get ready to cook – wash hands, apron on, tie back hair and check for dirty equipment With some guidance follow procedures for clearing up such as washing up and drying, clearing and clearing tables and sweeping the floor. Dispose of rubbish in a thoughtful way and put equipment away</p>	<p>Independently get ready to cook – wash hands, apron on, tie back hair and check for dirty equipment Demonstrate food safety practices when getting ready to cook, prepare and store food eg keeping raw meat away from other foods. Follow and understand food safety rules and understand their purpose Independently follow procedures for clearing up. Describe some causes of food poisoning Describe where to store different foods to avoid risk</p>	<p>Work safely and hygienically with independence and greater confidence. Demonstrate good food practices when getting ready to store prepare or cook food. – Introduce to traffic light coloured chopping boards to avoid cross contamination. Confidently explain how and where to store a broad range of food groups with ease.</p>
	<p>Sieve flour, raising agents and spices into a bowl With some support crack an egg and beat with a balloon whisk Use hands to rub fat into flour Cream fat and sugar together using a mixing spoon with support</p>	<p>With greater confidence independently combine dry ingredients into a bowl. With greater confidence mix, stir and combine wet and dry ingredients uniformly. Crack an egg and beat with a balloon whisk. Use hands to rub fat into flour ensuring there are minimal lumps. Cream fat and sugar together using a mixing spoon ensuring it comprises of a smooth texture.</p>	<p>Sieve wet and dry ingredients with precision Confidently crack an egg With support begin to separate eggs Use finger tips to rub fat into flour to make fine breadcrumbs. With support whisk using an electric hand mixer. With support cream together fat and sugar using an electric hand mixer. With supervision and support use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food.</p>	<p>Sieve wet and dry ingredients with precision Confidently crack an egg Use finger tips to rub fat into flour to make fine breadcrumbs. With supervision, whisk using an electric hand mixer. With supervision cream together fat and sugar using an electric hand mixer. With supervision use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food.</p>

	Year 3	Year 4	Year 5	Year 6
	<p>With close supervision demonstrate how to: Grate harder food using a grater Begin to peel hard food eg potatoes/carrots Use a masher to mash hot food to a fairly smooth texture. Cut food into strips or cubes Crush garlic using a garlic press Begin to use both the bridge hold and the claw grip to cut hard food using a serrated knife eg an onion</p>	<p>With close supervision demonstrate how to: Cut foods into evenly sized cubes or slices eg peppers or cheese Begin to dice foods Using the claw grip to cut harder foods using a serrated knife.</p>	<p>With supervision and greater confidence: Use the claw grip to cut harder foods using a serrated knife Use both the bridge hold and the claw grip to cut hard food using a serrated knife eg an onion Peel harder food using a peeler Dice foods and cut them into evenly sized cubes or batons Finely grate hard foods eg parmesan, zesting With support use a can opener and open ring pull tins</p>	<p>Under supervision with confidence and more independence: Select the most appropriate cutting method – claw or bridge for particular foods. Apply the claw grip technique to accurately cut harder foods using a serrated knife. Use both the bridge hold and the claw grip to cut hard food using a serrated knife eg an onion Peel harder food using a peeler Dice food and cut into evenly sliced fine pieces with precision Use a can opener and open ring pulls</p>
	<p>With support and supervision begin to use a toaster or microwave Understand a potential hazard associated with using a microwave With very close supervision and physical guidance with necessary understand how to handle hot food safely, once adults have removed food from the hob or oven use oven gloves and a fish slice to remove things from a baking tray. Observe adults cooking on the hob and putting in and removing food from the oven.</p>	<p>With support and supervision begin to use a toaster or microwave Write a list of rules when using the toaster toastie maker or microwave (electrocute – how? Understand a potential hazard associated with using a microwave With very close supervision and physical guidance with necessary understand how to handle hot food safely, once adults have removed food from the hob or oven use oven gloves and a fish slice to remove things from a baking tray. Understand implications of not following safety measures</p>	<p>With support and supervision students can begin to use the hob or electric saucepan to cook simple dishes Provide clear examples of hazards when using the toaster or microwave Although students will not be putting in or removing food from the oven they should understand how to use the oven safely by observing adults and provide potential hazards. With supervision and support handle hot food safely, using oven gloves to carefully remove cooked food using a fish slice or similar and place on a cooling rack</p>	<p>With support and supervision students can begin to use the hob or electric saucepan to cook more skilled dishes Provide some descriptive examples of rules and hazards when using electrical devices Although students will not be putting in or removing food from the oven they should understand how to use the oven safely by observing adults and provide potential hazards. With supervision and support handle hot food safely, using oven gloves to carefully remove cooked food using a fish slice or similar and place on a cooling rack</p>

EVALUATING PRODUCTS & PROCESSES

	EYFS	Year 1	Year 2
Own Ideas & Products	<p>Talk about what they have made. Say what they like about their product.</p>	<p>Discuss what they have made and why. Make simple judgments about their own products? Suggest how they might improve their own product. Refer to original class design criteria when completed.</p>	<p>Refer to the design criteria to make a judgement about their own product? Make suggestions of how to improve their own product next time Identify a strength of their designed product.</p>

Existing Products	Explore existing products?	Say what products are, who products are for and what products are for. Say what they like and dislike about products?	Say what products are, who products are for and what products are for. Explain how products work and how they are used. Know what materials products are made from. Say what they like and dislike about products and explain their reasons why
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	Year 3	Year 4	Year 5	Year 6
Own Ideas & Products	Identify the strengths and areas for development in their ideas and products. Consider the views of others to improve their work. Use their design criteria to evaluate their completed products. Can they refer to their design criteria as they design and make	Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users. Refer to their design criteria as they design and make. Use their design criteria to evaluate their completed products Can they use the views of others to improve their work	Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work Evaluate their ideas and products against their original design specification. Evaluate the quality of the design and fitness for purpose of their products as they design and make. Critically evaluate products	Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Evaluate their ideas and products against their original design specification. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.
Existing Products	Investigate: <ul style="list-style-type: none"> • how well products have been made • how well products have been designed • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants Investigate <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made Begin to take an analytical approach	Investigate: <ul style="list-style-type: none"> • how well products have been made • how well products have been designed • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants Investigate and analyse: <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • Which products can be recycled or reused Consider how much products cost to make and how innovative they are.	Investigate and analyse: <ul style="list-style-type: none"> • how well products have been made • how well products have been designed • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <ul style="list-style-type: none"> • how much products cost to make • how innovative products are Explain how sustainable the materials in products are. Begin to take an analytical approach.	Investigate and analyse: <ul style="list-style-type: none"> • how well products have been made • how well products have been designed • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants Investigate and analyse: <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are Explain what impact products have beyond their intended purpose.