Design and Technology Progression of Skills Assessment Grid

	Year 1	Year 2	Year 3
Cooking and Nutrition	• cut food safely	• understand the need for a variety of food in a diet • group familiar food groups e.g. fruit and vegetables • measure and weigh food items – using informal methods	• say what to do to be hygienic and safe • begin to be able to read and understand food labels • measure and weigh ingredients appropriately
Processes	• generate ideas and recognise characteristics of familiar products • use pictures and words to describe what he/she wants to do • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • choose materials and explain why they are being used • explore and evaluate a range of existing products • build structures, exploring how they can be made stronger, stiffer and more stable • use levers and sliders	• design purposeful, functional, appealing products for himself/herself and other users based on design criteria • generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • choose materials and explain why they are being used depending on their characteristics • evaluate his/her ideas and products against design criteria • join materials together as part of a moving structure • explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products	• demonstrate that his/her design meets a range of requirements • complete a plan that shows the order and also what equipment and tools he/she needs • use equipment and tools accurately • explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality • investigate and analyse a range of existing products • strengthen frames using diagonal struts • use a simple circuit in his/her product

	Year 4	Year 5	Year 6
Cooking and Nutrition	• 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 • understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat	• know appropriate portion sizes and the importance of not skipping meals, including breakfast • understand some of the basic processes to get food from farm to plate • taste a range of ingredients and food items to develop a food vocabulary when designing	• understand the main food groups and the different nutrients that are important for health • use information on food labels to inform choices • join and combine ingredients appropriately e.g. beating, rubbing in
Processes	• investigate similar products to the one to be made to give starting points for a design • generate alternative plans and expound on the good points and drawbacks of his/her original design • select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately • explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product • consider how the finished product might be improved and how well it meets the needs of the user • join and combine materials and components accurately in temporary and permanent way • understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • create prototypes to show his/her ideas • use tools and materials precisely • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work • apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors	• use market research to inform plans • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • make modifications to the original design as he/she proceeds • cut and join with accuracy to ensure a high quality finish to his/her product • understand how key events and individuals in design and technology have helped shape the world • construct products using different joining techniques • apply his/her understanding of computing to program, monitor and control his/her product