



Codicote C of E School Progression of skills in D & T

	Nursery / Reception	Year 1	Year 2
DESIGN	<ul style="list-style-type: none"> With help, use own understanding to generate ideas. Attempt to explain what they are doing. Verbally explain their idea with some basic drawing. 	<ul style="list-style-type: none"> Draw on own experience to help generate ideas. Explain what they are going to do. Make simple drawings of their ideas. Change; adapt their ideas with input from others. 	<ul style="list-style-type: none"> Draw on own experience and other peoples to help generate ideas. Develop their ideas through discussion, sketching and observation. Make drawings of their ideas with labels Identify the purpose of their design. Change; adapt their ideas with input from others
MAKE	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources Selects tools and techniques needed to shape, assemble and join materials they are using. Develop weaving threading using busy fingers Wash hands before eating and after handling food. Mixing ingredient's, tasting food 	<p>MAKE</p> <ul style="list-style-type: none"> Make their design with assistance if needed. With help measure, mark and cut materials. Use scissors, hole punch, stamps safely. Use glue and tape to assemble their designs. Use appropriate finishing techniques to enhance their design. Develop weaving threading to produce an item from their design. Use basic food handling hygiene practices and personal hygiene. Select and use appropriate foods processes and tools. 	<ul style="list-style-type: none"> Begin to select appropriate materials and tools needed. With assistance measure, mark, cut and assemble materials with a degree of accuracy. Use hand tools safely. Use appropriate finishing techniques to enhance their design. Cut shape and join fabrics together (glue or stitching) Use basic food handling hygiene practices and personal hygiene.
EVALUATE	<ul style="list-style-type: none"> Can I show you what I've made'? What do you think? 	<ul style="list-style-type: none"> Can I discuss how well it works? Can I identify changes to be made? Can I answer questions about their product? 	<ul style="list-style-type: none"> Does my finished product match my design? Can I identify changes to be made? What was good? What would I change next time?
Progression of skills in Food Technology	Nursery / Reception	Year 1	Year 2
	<ul style="list-style-type: none"> Begin to understand some food preparation tools, techniques and processes Practise stirring, mixing, pouring Discuss how to make an activity safe and hygienic Discuss use of senses Understand need for variety in food Begin to understand that eating well contributes to good health 	<ul style="list-style-type: none"> describe textures wash hands & clean surfaces think of interesting ways to decorate food say where some foods come from, (i.e. plant or animal) describe differences between some food groups (i.e. sweet, vegetable etc.) discuss how fruit and vegetables are healthy cut, peel and grate safely, with support 	<ul style="list-style-type: none"> explain hygiene and keep a hygienic kitchen describe properties of ingredients and importance of varied diet say where food comes from (animal, underground etc.) describe how food is farmed, home-grown, caught draw eat well plate; explain there are groups of food describe "five a day" cut, peel and grate with increasing confidence

	Year 3	Year 4	Year 5	Year 6
DESIGN	<ul style="list-style-type: none"> • Generate ideas, considering its purpose. • Identify what a successful product would accomplish • Plan (simple) the order of work required • Explore and develop the design through talk and sketching • Make drawings with labels. 	<ul style="list-style-type: none"> • Generate ideas, considering its purpose. • Evaluate other products to identify parts that can be incorporated into their design. • Make labelled drawings from different views. • Develop a plan of how the work will be carried out. 	<ul style="list-style-type: none"> • Generate ideas through group discussion. Adapt ideas further develop other ideas. • Draw up a specification for their design. • Develop a plan of how the work will be carried out, looking at alternative methods if things go wrong. • Use research in their design planning. 	<ul style="list-style-type: none"> • Generate ideas through group discussion. Adapt ideas further develop other ideas. • Draw up a specification for their design. • Use sketches in group discussion to show parts of their design. • Look for problems in the build and design ways around.
MAKE	<ul style="list-style-type: none"> • Select tools and materials for their product • Measure mark cut and assemble with more accuracy. • Work safely with hand tools. • Adapt their ideas as they build to improve the finished product. • Add finishing techniques and use ICT (photos, powerpoints) to enhance. • Measure, cut, stitch fabric with more accuracy. • Demonstrate food hygiene production and storage. 	<ul style="list-style-type: none"> • Select appropriate tools and techniques. • Beware of the safety risks when using tools. • Measure mark cut and assemble with greater accuracy. • Join products with appropriate materials. • Add finishing techniques and use ICT (photos, powerpoints) to market sell their product. • Measure cut stitch fabric with greater accuracy. • Weigh, measure correctly using scales and measuring jugs, reading from recipes. 	<ul style="list-style-type: none"> • Select appropriate tools and materials. • Measure and cut accurately • Use tools safely and accurately. • Weigh and measure accurately. • Cut and join correctly with a high quality finish. • Measure cut stitch fabric with greater accuracy. • Safe working practices in the kitchen (ie hot ovens) • With assistance plan and make a meal 	<ul style="list-style-type: none"> • Select appropriate tools and materials. • Measure and cut accurately • Use tools safely and accurately. • Weigh and measure accurately. • Cut and join correctly with a high quality finish. • Achieve a high quality product. • Demonstrate a plan to resolve problems. • Use fabrics to design garments using different methods of joining. • Safe working practices in the kitchen (ie hot ovens) • Plan and make a meal
EVALUATE	<ul style="list-style-type: none"> • How well does the product meet its design purpose? • How have other products been made to meet the same design purpose? 	<ul style="list-style-type: none"> • Can I change the design while I am building to make it better? • Does my end product do what I expected? • How can I test my end product? 	<ul style="list-style-type: none"> • Does the product meet the design brief? • What went well? • What could I improve? • Do you think my product meets the design brief? • How would you improve my design? 	<ul style="list-style-type: none"> • What are the strengths weakness of my design? • What improvements could I make? • Can I simplify the making process?
Progression of skills in Food Technology	<p>Year 3</p> <ul style="list-style-type: none"> • carefully select ingredients • use equipment safely • make product look attractive • think about how to grow plants to use in cooking • begin to understand food comes from UK and wider world • describe how healthy diet= variety/balance of food/drinks • explain how food and drink are needed for active/healthy bodies. • prepare and cook some 	<p>Year 4</p> <ul style="list-style-type: none"> • explain how to be safe/hygienic • think about presenting product in interesting/ attractive ways • understand ingredients can be fresh, pre-cooked or processed • begin to understand about food being grown, reared or caught in the UK or wider world • describe eat well plate and how a healthy diet=variety / balance of food and drinks • explain importance of food and drink for active, healthy 	<p>Year 5</p> <ul style="list-style-type: none"> • explain how to be safe / hygienic and follow own guidelines • present product well - interesting, attractive, fit for purpose • begin to understand seasonality of foods • understand food can be grown, reared or caught in the UK and the wider world • describe how recipes can be adapted to change appearance, taste, texture, aroma • explain how there are different substances in food / drink needed for health 	<p>Year 6</p> <ul style="list-style-type: none"> • understand a recipe can be adapted by adding / substituting ingredients • explain seasonality of foods • learn about food processing methods • name some types of food that are grown, reared or caught in the UK or wider world • adapt recipes to change appearance, taste, texture or aroma. • describe some of the different substances in food and drink, and how they can affect health • prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> dishes safely and hygienically grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading 	<p>bodies</p> <ul style="list-style-type: none"> prepare and cook some dishes safely and hygienically use some of the following techniques: peeling, chopping, slicing, grating, spreading, mixing 	<ul style="list-style-type: none"> prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>of heat source.</p> <ul style="list-style-type: none"> use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.