

Food Technology and nutrition	EYFS	KS1	LKS2	UKS2
	To know about healthy eating Designing To articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	Preparing Fruit and Vegetables (1/2) Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	Healthy Varied Diet (3/4) Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	Celebrating Culture (5/6) Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.
	Oracy Join ideas together using and, because or but. Speak loudly enough to be heard and understood.	Oracy To use an appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts. To pronounce a wide range of words correctly when speaking.	Oracy To choose specialist language and vocabulary appropriately.	Oracy To consciously adapt tone, pace and volume within a situation. To use an increasingly sophisticated range of sentence stems with fluency and accuracy.
	Making Develop their small motor skills so that they can use a range of tools competently, safely and confidently	Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.	Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils. • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose.
	Oracy	Oracy	Oracy	Oracy To use an increasingly sophisticated range of

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	<p>Join ideas together using and, because or but.</p> <p>To talk during play to practice new vocabulary.</p>	To use vocabulary appropriate to the specific topic.	To work collaboratively to solve a problem	<p>sentence stems with fluency and accuracy.</p> <p>To be able to read a room or group and act accordingly.</p>
	<p>Evaluating Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen</p>	<p>Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	<p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>
	<p>Oracy To take turns in a conversation with a friend, adult or working in a group.</p>	<p>Oracy To give reasons for their opinions To disagree with someone else's opinion To take part in group discussions.</p>	<p>Oracy To consider the impact of their words on others when giving feedback. To reflect on discussions and decide how to improve. To consider the impact of their words on others when giving feedback. To receive feedback from peers.</p>	<p>Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. Construct a detailed argument or complex narrative. Vary sentence structures and length for effect when speaking. Draw on knowledge to support opinions and explore alternative viewpoints.</p>

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Mechanisms	Designing Explore different materials freely, in order to develop their ideas about how to use them, and what to make Articulate their ideas and thoughts in wellformed sentences Use talk to help work out problems and organise thinking	Designing <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mockups with card and paper. 	Designing <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. 	Designing <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
	Oracy To pronounce words clearly when speaking. To speak to a partner during whole class teaching. To talk during play to practice new vocabulary. Maintain appropriate eye contact with the listener.	Oracy To use vocabulary appropriate to the specific topic. To try out new words. To use conjunctions such as firstly, secondly, finally to organize and sequence ideas. To build on other people's ideas during discussions.	Oracy To choose specialist language and vocabulary appropriately.	Oracy To consciously adapt tone, pace and volume within a situation. To use an increasingly sophisticated range of sentence stems with fluency and accuracy.
	Making Use talk to help work out problems and organise thinking Join different materials and explore different textures Develop their own ideas and	Making <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	Making <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. 	Making Produce detailed lists of tools, equipment and materials. Formulate step-bystep plans and, if appropriate, allocate tasks within a team. <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and

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	then decide which materials to use to express them			cost
	Oracy To listen to a friend and respond with an appropriate comment. To talk during play to practice new vocabulary.	Oracy To use vocabulary appropriate to the specific topic.	Oracy To work collaboratively to solve a problem	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To be able to read a room or group and act accordingly.
	Evaluating Use talk to help work out problems and organise thinking an activities, explain how things work and why they might happen	Evaluating <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. 	Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. <ul style="list-style-type: none"> • Evaluate their own products and ideas against criteria and user needs, as they design and make. 	Evaluating <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project.
	Oracy To take turns in a conversation with a friend, adult or working in a group.	Oracy To take part in group discussions.	Oracy To consider the impact of their words on others when giving feedback. To reflect on discussions and decide how to improve.	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. Construct a detailed argument or complex narrative. Vary sentence structures and length for effect

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			<p>To consider the impact of their words on others when giving feedback.</p> <p>To receive feedback from peers.</p>	<p>when speaking.</p> <p>Draw on knowledge to support opinions and explore alternative viewpoints.</p>
Structures	Designing Develop their own ideas and then decide which materials to use to express them Use talk to help work out problems and organise thinking and activities, explain how things work and why	Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. <ul style="list-style-type: none"> • Develop, model and communicate their ideas through talking, mock-ups and drawings. 	Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. <ul style="list-style-type: none"> • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. 	Designing <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches
	Oracy To Look at the other person during a conversation. To ask questions and give a relevant answer when asked a question.	Oracy To listen to others and change their mind based on what they have heard. To ask specific questions to find out more.	Oracy To choose specialist language and vocabulary appropriately. To reach a shared agreement following a discussion.	Oracy To consciously adapt tone, pace and volume within a situation. To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

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	Making Articulate their ideas and thoughts in wellformed sentences Use talk to help work out problems and organise thinking Join different materials and explore different textures Develop their own ideas and then decide which materials to use to express them	Making Plan by suggesting what to do next. <ul style="list-style-type: none"> • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. 	Making <ul style="list-style-type: none"> • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer generated finishing techniques suitable for the product they are creating. 	Making <ul style="list-style-type: none"> • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computergenerated finishing techniques suitable for the product they are creating.
	Oracy To talk during play to practice new vocabulary.	Oracy To start to use gestures to support ideas. To use vocabulary appropriate to the specific topic.	Oracy To work collaboratively to solve a problem	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To be able to read a room or group and act accordingly.
	Evaluating Explore different materials freely, in order to develop their ideas about how to use them, and what to make Use talk to help work out problems and organise thinking and activities, to explain how things work and why they might happen	Evaluating <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	Evaluating <ul style="list-style-type: none"> • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended use 	Evaluating <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.

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	<p>Oracy To take turns in a conversation with a friend, adult or working in a group.</p>	<p>Oracy To use appropriate sentence stems when building on the ideas of others or challenging them,</p>	<p>Oracy To consider the impact of their words on others when giving feedback. To reflect on discussions and decide how to improve. To consider the impact of their words on others when giving feedback. To receive feedback from peers.</p>	<p>Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. Construct a detailed argument or complex narrative. Vary sentence structures and length for effect when speaking. Draw on knowledge to support opinions and explore alternative viewpoints.</p>
Textiles		<p>Designing • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock -ups and information and communication technology.</p>	<p>Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces</p>	<p>Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock -ups and prototypes and, where appropriate, computer -aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification</p>
		<p>Oracy To organize a group discussion without adult support. To be aware of others that haven't spoken and invite them to join the discussion. To identify the audience and to begin to target talk which might interest them.</p>	<p>Oracy To empathise with the audience/end user. To choose specialist language and vocabulary appropriately.</p>	<p>Oracy To consciously adapt tone, pace and volume within a situation. To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>

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		Making <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. 	Making <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	Making <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step -by - step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
		Oracy To use vocabulary appropriate to the specific topic.	Oracy To work collaboratively to solve a problem	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To be able to read a room or group and act accordingly.
		Evaluating <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. 	Evaluating <ul style="list-style-type: none"> • Investigate a range of 3 -D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	Evaluating <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work
				Evaluating <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work

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		Oracy To take part in group discussions.	Oracy To consider the impact of their words on others when giving feedback. To reflect on discussions and decide how to improve. To consider the impact of their words on others when giving feedback. To receive feedback from peers.	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. Construct a detailed argument or complex narrative. Vary sentence structures and length for effect when speaking. Draw on knowledge to support opinions and explore alternative viewpoints.
OElectrical Systems			Designing • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.	Designing • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.
			Oracy To use carefully considered words and phrases which match the purpose of the talk. To choose specialist language and vocabulary appropriately.	Oracy To consciously adapt tone, pace and volume within a situation. To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

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			Making <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. 	Making <ul style="list-style-type: none"> • Formulate a step -by - step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
			Oracy	Oracy To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To be able to read a room or group and act accordingly.
			Evaluating <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery - powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	Evaluating <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground - breaking electrical systems and components.

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			<p>Oracy</p> <p>To consider the impact of their words on others when giving feedback.</p> <p>To reflect on discussions and decide how to improve.</p> <p>To consider the impact of their words on others when giving feedback.</p> <p>To receive feedback from peers.</p>	<p>Oracy</p> <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Construct a detailed argument or complex narrative.</p> <p>Vary sentence structures and length for effect when speaking.</p> <p>Draw on knowledge to support opinions and explore alternative viewpoints.</p>