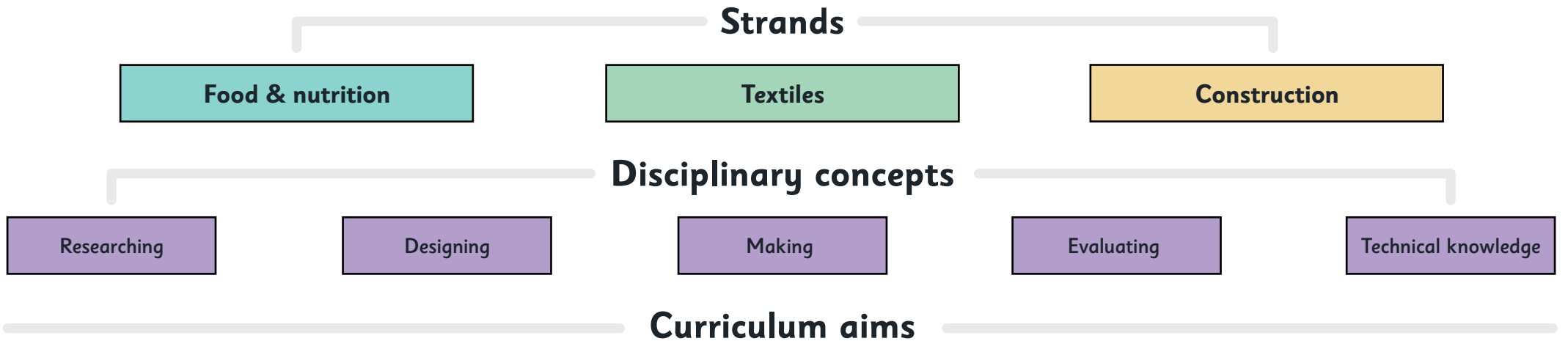


# Grammarsaurus DT skills progression



1. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
2. Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users.
3. Critique, evaluate and test their ideas and products and the work of others.
4. Understand and apply the principles of nutrition and learn how to cook.

## Skills progression

### EYFS

Aligned with the Early Learning Goals from the EYFS Statutory Framework (2024)

- **Researching:** (ELGs: Past and Present; The Natural World)  
I can talk about the lives of the people around me and explore what they do and use in their jobs (e.g. bakers, builders, designers)
- **Designing:** (ELG: Creating with Materials)  
I can choose and talk about what I want to make and what tools and materials I might use.
- **Making:** (ELGs: Fine Motor Skills; Creating with Materials)  
I can safely use tools like scissors, glue and construction toys to make something I imagined or planned.
- **Evaluating:** (ELGs: Creating with Materials; Being Imaginative and Expressive)  
I can talk about what I've made, explain how I did it and say how I might change or improve it.
- **Technical knowledge:** (ELGs: Creating with Materials; The Natural World)  
I can explore how to use materials and tools in different ways, noticing how they feel and what they can do when I join, layer or build with them.

# Grammarsaurus DT skills progression



Y1

## Food & nutrition

Plant power: Snack like Jack  
What tasty plant snacks help us grow strong like Jack?



| Researching   | Designing   | Making  | Evaluating   | Technical knowledge   |
|---|---|---|--|---|
| I can explore different fruits and vegetables and talk about which ones are healthy snacks.   | I can plan a simple snack using fruits or vegetables, choosing shapes and colours I like. | I can prepare a fruit or vegetable snack safely, cutting and arranging pieces to make it appealing. | I can taste my snack and say what I like about it and how I could make it even better. | I can explain how to prepare food safely by washing hands, using clean tools and cutting carefully. |
| Introduces simple, healthy food preparation with familiar fruits and vegetables. Children learn the basics of hygiene, safe cutting, and begin to understand where food comes from. |   |   |  |   |

Y1

## Textiles

Seaside adventures  
What shapes and colours will bring my seaside collage to life?



| Researching   | Designing   | Making  | Evaluating  | Technical knowledge   |
|---|---|---|---|---|
| I can look at seaside pictures and fabrics, and talk about the shapes, patterns and colours I notice.   | I can choose colours and shapes to plan my seaside collage. | I can arrange and join fabric shapes securely to create my seaside collage. | I can compare my work with seaside pictures and say how well I showed my ideas. | I can explore how different fabrics feel and behave, and cut shapes safely and carefully. |
| Introduces children to fabric through simple collage. They learn to cut and arrange fabric shapes, begin to use joining techniques, and talk about colour, pattern and texture. |   |   |   |   |

Y1

## Construction

Toy makers' workshop  
How can we make a toy from recycled materials that is fun and safe to play with?



| Researching  | Designing  | Making  | Evaluating   | Technical knowledge                                  |
|--|--|---|--|--|
| I can explore toys and talk about what makes them fun and safe.  | I can draw a simple plan for my toy and choose materials to use. | I can build my toy using my plan, choosing materials and adding moving parts. | I can test my toy to see how well it works and how to make it better another time. | I can practise cutting and joining materials safely. |
| Introduces basic construction using everyday materials; explores stability using joining methods and simple mechanisms such as wheels and axles. |  |   |  |  |

# Grammarsaurus DT skills progression



Y2

## Food & nutrition

Super veggies to the rescue  
How can we make veggies fun and delicious?



| Researching   | Designing  | Making   | Evaluating   | Technical knowledge  |
|---|--|--|--|--|
| I can explore different types of potatoes and explain how they can be cooked in different ways.   | I can plan potato wedges by choosing which herbs or seasonings to add. | I can peel and cut vegetables safely; I can follow a recipe step by step to prepare and cook potato wedges safely. | I can taste my potato wedges, say what worked well, and suggest one way to improve them. | I can use tools correctly and explain how to cook potatoes in a healthy way. |
| Builds on basic preparation by introducing baking and seasoning. Children follow a simple recipe and learn that different cooking methods affect healthiness and taste. |  |  |  |  |

Y2

## Textiles

Buzzing bookmarks  
How can you make a bookmark that's both fun and useful?



| Researching  | Designing   | Making  | Evaluating  | Technical knowledge  |
|--|---|---|---|--|
| I can explore different fabric products and learn how to thread a needle.  | I can create a design plan for a bug-themed bookmark that is both functional and appealing. | I can sew two pieces of fabric together and add decorative stitching to create a functional bookmark. | I can test and evaluate my bookmark for durability, usability and appearance. | I can practise running stitch and cross stitch to strengthen and decorate fabric |
| Builds on basic joining by introducing simple stitches such as running stitch and cross stitch. Children learn that textiles can be both decorative and functional as they make bookmarks. |   |   |   |  |

Y2

## Construction

Rebuilding history  
How can we build strong and stable houses like those from the time of the Great Fire of London?



| Researching   | Designing   | Making  | Evaluating  | Technical knowledge  |
|---|---|---|---|--|
| I can find out about historical houses and say how they could be improved.  | I can draw a plan for a strong Tudor model house with a simple moving part. | I can build a model of a Tudor house using card and sticks with a simple mechanism. | I can test if my model is stable and say how to improve it. | I can measure carefully, test how cross bracing makes a structure stronger and how simple mechanisms move. |
| Builds on modelling skills by designing historically inspired structures with improved strength and accuracy, incorporating a simple mechanism. |   |   |   |  |



# Grammarsaurus DT skills progression



Y3

## Food & nutrition

Roots and shoot  
What summer dishes can we make with root vegetables?



| Researching   | Designing   | Making  | Evaluating  | Technical knowledge  |
|---|---|---|---|--|
| I can explore root vegetables and explain how they are used in seasonal dishes.   | I can plan a summer roll recipe, choosing fillings that are colourful, healthy and tasty. | I can safely peel, slice and grate a range of vegetables and follow a simple recipe with support. | I can taste my summer roll, say how well my fillings worked together and suggest one improvement. | I can prepare vegetables safely, using peeling, cutting and grating skills with greater control. |
| Extends food preparation skills to peeling, slicing and grating while exploring seasonality. Children begin to link balanced diets with varied ingredients and follow recipes with support. |   |   |   |  |

Y3

## Textiles

Stone Age mysteries  
How can you make the perfect pouch for a Stone Age adventure?



| Researching   | Designing  | Making   | Evaluating   | Technical knowledge                                  |
|---|--|--|--|--|
| I can explore and compare different pouches, discussing their features and sorting them into groups.  | I can design a pouch using a paper template and plan features such as size, shape and fastening. | I can sew fabric pieces together, add a fastening and make sure my pouch is strong and functional. | I can test and evaluate my finished pouch, thinking about what worked well and what I could improve. | I can practise stitches and fastenings for my pouch. |
| Extends sewing skills to joining fabric securely with seam stitches and adding fastenings. Children design and make a pouch, linking historical context to functional design. |  |  |  |  |

Y3

## Construction

Magnetic mysteries  
How can we use magnets to make a model move mysteriously?



| Researching  | Designing   | Making  | Evaluating  | Technical knowledge   |
|--|---|---|---|---|
| I can investigate how magnets work and identify everyday uses of magnetic forces in objects.   | I can create a design criteria and plan an ancient Egyptian-themed model that uses magnets to create a surprising effect. | I can join materials to make a strong, functional Egyptian-themed model with magnetic effect. | I can evaluate my model against the design criteria and suggest improvements. | I can accurately join, reinforce, stiffen and strengthen materials. |
| Introduces movement through magnetic forces to make a surprising effect on a mysterious ancient Egyptian-themed model or toy. Incorporates more advanced joining methods such as folds, slots, tabs, L braces and flanges. |   |   |   |   |

# Grammarsaurus DT skills progression



Y4

## Food & nutrition

Chocolate that cares  
How can we make a chocolate treat that is fair for people and kind to the planet?



| Researching  | Designing   | Making  | Evaluating  | Technical knowledge   |
|--|---|---|---|---|
| I can identify flavour combinations and textures that make chocolate delicious.  | I can design a sustainable chocolate product that cares for the planet. | I can create a chocolate treat using Fairtrade ingredients and eco-friendly practices.<br>I can use basic food preparation techniques confidently and hygienically. | I can evaluate my chocolate creation and explain how it reflects Fairtrade and sustainability values. | I can describe how ingredients are sourced and processed.<br>I can explain what Fairtrade is and why it is important for cocoa farmers. |
| Introduces Fairtrade and sustainability, linking food choices to ethical and environmental impact. Children learn about food sources beyond the UK and create chocolate products with purpose. |   |   |   |   |

Y4

## Textiles

Bag a story  
How can we create a functional and creative book bag?



| Researching   | Designing  | Making  | Evaluating  | Technical knowledge  |
|---|--|---|---|--|
| I can explore different bags and learn about textile designs, explaining how their ideas inspire strong, useful and appealing designs.  | I can design a book bag for a specific user, using appealing decorations and motifs linked to a favourite story. | I can sew fabric pieces together neatly and securely to create my book bag. | I can test my bag for strength and use, and explain how well it meets my design goals, suggesting improvements. | I can explain the purpose of different stitches and how I used tools safely. |
| Develops textile construction skills from planning to making by creating a sturdy fabric tote bag. Children practise backstitch and handle attachment and apply design influences to improve functionality and style. |  |   |   |  |

Y4

## Construction

Chariots in motion  
How can we use electricity to power movement in a Roman chariot?



| Researching   | Designing   | Making   | Evaluating   | Technical knowledge   |
|---|---|--|--|---|
| I can explain how electricity can be used to create movement and how this is different from Roman times.  | I can design a Roman chariot that shows how electricity will be used to power movement. | I can build a working electric Roman chariot by adding a motor and circuit to my chassis and testing and improving how it moves. | I can test, improve and evaluate my Roman chariot. | I can explain and apply ways to strengthen a chassis by building a stable wooden box-frame with wheels and axles. |
| Builds on structural and mechanical knowledge by creating a functional Roman chariot model that integrates a simple electrical circuit to power movement. |   |  |  |   |

# Grammarsaurus DT skills progression



Y5

## Food & nutrition

Central America on a plate  
How can we cook a dish that celebrates its cultural flavours?



| Researching  | Designing  | Making  | Evaluating   | Technical knowledge  |
|--|--|---|--|--|
| I can explore Central American ingredients and explain how culture and seasonality influence how they are used together.   | I can plan how to adapt a traditional recipe for flavour, texture or presentation. | I can follow a multi-step recipe to prepare tortillas and dips with control and accuracy. | I can evaluate the taste, appearance and authenticity of my dish and suggest improvements. | I can describe key ingredients, select appropriate tools, and explain hygiene rules needed to prepare food safely and confidently. |
| Develops independence by preparing and cooking a multi-step dish (tortillas, salsa, guacamole). Children deepen their understanding of cultural influences on food and learn to adapt recipes. |  |   |  |  |

Y5

## Textiles

Moonlit magic  
How can fabric and stitching create atmosphere?



| Researching  | Designing  | Making  | Evaluating  | Technical knowledge  |
|--|--|---|---|--|
| I can explore the work of different textile artists and talk about how fabric, colour and stitching create mood and atmosphere.  | I can design my wall hanging and use a template to cut fabric shapes accurately. | I can sew on my appliqué shapes and use blanket stitch to finish edges. | I can evaluate my wall hanging, explain how it creates atmosphere and suggest improvements. | I can use running stitch and overstitch to attach appliqué shapes securely and neatly. |
| Explores textiles as a medium for storytelling and atmosphere. Children combine appliqué, layered fabrics and decorative stitching to design and make a wall hanging with expressive impact. |  |   |   |  |

Y5

## Construction

Fairy-tale engineering  
How can we use pulleys and levers to solve a problem?



| Researching   | Designing  | Making   | Evaluating  | Technical knowledge                                |
|---|--|--|---|--|
| I can investigate how mechanisms can solve real-life problems and link this to a problem in the world of fairy tale.  | I can create design criteria and draw a labelled plan of a model fairy-tale theatre set with moving parts. | I can build a model of a model fairy-tale theatre set with moving parts. | I can evaluate my model against the design criteria and suggest improvements. | I can learn how pulleys, levers and linkages work. |
| Expands functional design by constructing a fairy-tale-themed theatre model or maquette with moving parts, incorporating pulleys, levers and linkages and building on previously taught mechanisms. |  |  |   |  |



# Grammarsaurus DT skills progression



Y6

## Food & nutrition

Mix it up  
How can we mix recipes to invent an exciting new food?



| Researching  | Designing  | Making  | Evaluating  | Technical knowledge   |
|--|--|---|---|---|
| I can explain what makes a hybrid food exciting and compare chef creations, describing how flavour, texture and presentation contribute to their success.  | I can design a hybrid dish that combines two techniques, planning ingredients, shape and decoration. | I can follow my recipe independently, making adjustments where needed to improve the outcome. | I can evaluate my dish for taste, appearance and inspiration, suggesting improvements with clear reasons. | I can explain why some flavour combinations work and apply preparation techniques carefully to improve flavour, texture and presentation. |
| Encourages creativity and independence by designing and cooking hybrid dishes. Children critically evaluate flavour, texture and presentation, applying advanced preparation and cooking techniques. |  |   |   |   |

### optional unit

## Textiles

Trash to treasure  
How can you transform old materials into something new and amazing?



| Researching  | Designing   | Making   | Evaluating  | Technical knowledge  |
|--|---|--|---|--|
| I can explore upcycled textile products and explain how they reduce waste.   | I can plan a creative project that reuses materials with purpose. | I can sew my design with accuracy, following the plan I designed, and ensure all pieces fit together well. | I can reflect on my upcycled creation, thinking about design, function, sustainability and suggest ways to improve future projects. | I can use a range of stitches and embellishments to add strength and detail. |
| Encourages sustainability and innovation by upcycling old materials into new textile products. Children apply a range of stitching and embellishment techniques with independence and reflect on design for function, creativity and environmental responsibility. |   |  |   |  |

Y6

## Construction

Electrifying creations  
How can we combine electricity and design to create a spooky, Gothic-themed model?



| Researching   | Designing  | Making  | Evaluating   | Technical knowledge                        |
|---|--|---|--|--|
| I can describe features of Gothic design using key vocabulary.  | I can create a labelled design showing Gothic style and electrical features. | I can build a stable structure and add electrical features. | I can evaluate the success of the model against design criteria. | I can explain how electrical circuits work |
| Consolidates previous learning on mechanical and electrical systems by the construction of a strong, reinforced and aesthetically pleasing structure. |  |   |  |  |