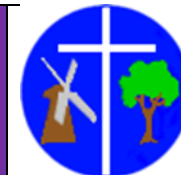


# Design Technology Skills Progression – EYFS & Key Stage 1



	EYFS Implementation	Year 1 Implementation	Year 2 Implementation	Impact
Design	<ul style="list-style-type: none"> <li>*Select appropriate resources</li> <li>*Use gestures, talking and arrangements of materials and components to show design</li> <li>* Use contexts set by the teacher and myself</li> <li>*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* have own ideas</li> <li>* explain what I want to do</li> <li>*explain what my product is for, and how it will work</li> <li>* use pictures and words to plan, begin to use models</li> <li>* design a product for myself following design criteria</li> <li>*research similar existing products</li> </ul>	<ul style="list-style-type: none"> <li>* have own ideas and plan what to do next</li> <li>* explain what I want to do and describe how I may do it</li> <li>* explain purpose of product, how it will work and how it will be suitable for the user</li> <li>* describe design using pictures, words, models, diagrams, begin to use ICT</li> <li>* design products for myself and others following design criteria</li> <li>* choose best tools and materials, and explain choices</li> <li>* use knowledge of existing products to produce ideas</li> </ul>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate*, information and communication technology</p>
Evaluate	<ul style="list-style-type: none"> <li>*Adapt work if necessary</li> <li>*Dismantle, examine, talk about existing objects/structures</li> <li>*Consider and manage some risks</li> <li>*Practise some appropriate safety measures independently</li> <li>*Talk about how things work</li> <li>*Look at similarities and differences between existing objects / materials / tools</li> <li>*Show an interest in technological toys</li> <li>*Describe textures</li> </ul>	<ul style="list-style-type: none"> <li>*talk about my work, linking it to what I was asked to do</li> <li>* talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>*talk about existing products, and say what is and isn't good</li> <li>* talk about things that other people have made</li> <li>*begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>* describe what went well, thinking about design criteria</li> <li>* talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</li> <li>*evaluate how good existing products are</li> <li>*talk about what I would do differently if I were to do it again and why</li> </ul>	<p>*Explore and evaluate a range of existing products</p> <p>*Evaluate their ideas and products against design criteria</p>

Make	<ul style="list-style-type: none"> <li>*Construct with a purpose, using a variety of resources</li> <li>*Use simple tools and techniques</li> <li>*Build / construct with a wide range of objects</li> <li>*Select tools &amp; techniques to shape, assemble and join</li> <li>*Replicate structures with materials / components</li> <li>*Discuss how to make an activity safe and hygienic</li> <li>*Record experiences by drawing, writing, voice recording</li> <li>*Understand different media can be combined for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>*explain what I'm making and why</li> <li>*consider what I need to do next</li> <li>*select tools/equipment to cut, shape, join, finish and explain choices</li> <li>*measure, mark out, cut and shape, with support</li> <li>*choose suitable materials and explain choices</li> <li>*try to use finishing techniques to make product look good</li> <li>*work in a safe and hygienic manner</li> </ul>	<ul style="list-style-type: none"> <li>*explain what I am making and why it fits the purpose</li> <li>*make suggestions as to what I need to do next.</li> <li>*join materials/components together in different ways</li> <li>*measure, mark out, cut and shape materials and components, with support.</li> <li>*describe which tools I'm using and why</li> <li>*choose suitable materials and explain choices depending on characteristics.</li> <li>*use finishing techniques to make product look good</li> <li>*work safely and hygienically</li> </ul>	<ul style="list-style-type: none"> <li>*Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>
Technical knowledge – food & nutrition	<ul style="list-style-type: none"> <li>*Begin to understand some food preparation tools, techniques and processes</li> <li>*Practise stirring, mixing, pouring, blending</li> <li>*Discuss how to make an activity safe and hygienic</li> <li>*Discuss use of senses</li> <li>*Understand need for variety in food</li> <li>*Begin to understand that eating well contributes to good health</li> </ul>	<ul style="list-style-type: none"> <li>*describe textures</li> <li>*wash hands &amp; clean surfaces</li> <li>*think of interesting ways to decorate food</li> <li>*say where some foods come from, (i.e. plant or animal)</li> <li>*describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>*discuss how fruit and vegetables are healthy</li> <li>*cut, peel and grate safely, with support</li> </ul>	<ul style="list-style-type: none"> <li>*explain hygiene and keep a hygienic kitchen</li> <li>*describe properties of ingredients and importance of varied diet</li> <li>*say where food comes from (animal, underground etc.)</li> <li>*describe how food is farmed, home-grown, caught</li> <li>*draw eat well plate; explain there are groups of food</li> <li>*describe “five a day”</li> <li>*cut, peel and grate with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>*Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>*Understand where food comes from.</li> </ul>
Technical Knowledge – Material		<ul style="list-style-type: none"> <li>*begin to measure and join materials, with some support</li> <li>*describe differences in materials</li> <li>*suggest ways to make material/product stronger</li> </ul>	<ul style="list-style-type: none"> <li>*measure materials</li> <li>*describe some different characteristics of materials</li> <li>*join materials in different ways</li> <li>*use joining, rolling or folding to make it stronger</li> <li>*use own ideas to try to make product stronger</li> </ul>	<ul style="list-style-type: none"> <li>*Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>

Technical I knowled		*begin to use levers or slides	*use levers or slides *begin to understand how to use wheels and axles	*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Technical knowledge - Textiles		*measure, cut and join textiles to make a product, with some support *choose suitable textiles	*measure textiles *join textiles together to make a product, and explain how I did it *carefully cut textiles to produce accurate pieces *explain choices of textile *understand that a 3D textile structure can be made from two identical fabric shapes.	