



Progression of Skills - Design and Technology

| | Reception | Year 1 | Year 2 |
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| Design: To understand designing for purpose, to understand users and contexts. | <ul style="list-style-type: none"> Experiment with design and function. | <ul style="list-style-type: none"> State what product they are designing. Describe what their products are for. Say who the intended user is for the product, themselves or someone else. Work confidently within a range of contexts. | <ul style="list-style-type: none"> State what product they are designing and how it will be suitable for intended user. Describe what their product is for, how the product will work and use a simple design criterion to develop ideas. Say who the intended user is for the product and to consider needs/preferences of users. Work confidently and independently in a range of contexts. |
| To generate, develop, model and communicate their ideas. | | <ul style="list-style-type: none"> Develop and communicate their ideas by talking and drawing. Generate ideas from drawing on their own experiences. | <ul style="list-style-type: none"> Develop and communicate their ideas by talking and drawing. Use knowledge of own experiences and that of existing products to help come up with ideas. Model ideas by exploring materials and components by making templates and mock-ups. |
| Making: To plan ready for making. | | <ul style="list-style-type: none"> Select from a range of tools and equipment and begin to think of their choices. | <ul style="list-style-type: none"> Select from a range of tools, materials and components according to their characteristics. Explain their choices. |

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| To use practical skills and techniques to make a product. | <ul style="list-style-type: none"> • Use a range of small tools including scissors. • Safely use and explore a variety of tools and techniques. | <ul style="list-style-type: none"> • Follow all safety procedures. • Begin to cut and shape materials and components. • Use a range of materials and components. • Use a range of tools and equipment. • Begin to assemble, join and combine materials and components. | <ul style="list-style-type: none"> • Follow all safety procedures. • Measure, mark out, cut and shape materials and components. • Use a range of materials and components. • Use a range of tools and equipment. • Assemble, join and combine materials and components. • Use finishing techniques. |
| <u>Evaluation:</u> To evaluate and explore existing products. | | <ul style="list-style-type: none"> • Think about what they like about and dislike about products. • Think about what materials products are made from. | <ul style="list-style-type: none"> • Think about what they like about and dislike about products. • Think about what materials products are made from and why. |
| To evaluate own ideas and products. | <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. | <ul style="list-style-type: none"> • Talk about own design and ideas. • Begin to talk about and suggest how their product can be improved. | <ul style="list-style-type: none"> • Make simple judgements about own design and ideas. • Suggest how their products can be improved and why they would improve it. |
| <u>Technical Knowledge:</u> To be able to make products work. | | <ul style="list-style-type: none"> • To build structures. • Think about how their structure could be made stronger, stiffer and more stable. • Think about/ explore using simple mechanisms e.g. levers and sliders. | <ul style="list-style-type: none"> • Build structures knowing how they could be made stronger, stiffer and more stable. • Explore and use mechanisms to create movement such as wheels and axles in own products. |

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| <p><u>Cooking and Nutrition:</u></p> <p>To understand and know where food comes from.</p> | | <ul style="list-style-type: none"> • Know that all food comes from plants or animals. | <ul style="list-style-type: none"> • Know that all food comes from plants or animals. • Understand food has to be farmed, grown or caught. |
| <p>To understand the principles of a healthy and varied diet.</p> | <ul style="list-style-type: none"> • Understand the importance of healthy food choices. | <ul style="list-style-type: none"> • Understand that everyone should eat their 5 a day. | <ul style="list-style-type: none"> • Understand the importance of eating 5 a day every day. • Name and sort foods into the 5 food groups. |
| <p>To prepare dishes hygienically and safely.</p> | <ul style="list-style-type: none"> • Manage their own basic hygiene. | <ul style="list-style-type: none"> • Begin to learn how to use techniques such as cutting, peeling and grating. • Understand how to prepare simple dishes safely and hygienically, without using a heat source. | <ul style="list-style-type: none"> • Know how to use techniques such as cutting, peeling and grating. • Understand how to prepare simple dishes safely and hygienically, without using a heat source. |