



## Progression of skills – Design and Technology Curriculum

| Skill  | EYFS  | Year 1  | Year 2   |
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| 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 adult</li> <li>• Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> <li>• <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</b></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><b>End of KS Expectations:</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking,</li> </ul> |



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|      |   |  | drawing, templates, mock-ups and, where appropriate, information and communication technology   |
| 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><li>• <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</b></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 the 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> <p><b>End of KS Expectations:</b></p> <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></ul> |



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|  |   |  | <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>   |
| 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> <li><b>Share their creations, explaining the process they have used (ELG)</b></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 talk about what I would do differently if I were to do it again and why</li> </ul> <p><b>End of KS Expectations:</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> |
| Technical Knowledge – Materials & Structures |   | <ul style="list-style-type: none"> <li>begin to measure and join materials, with some support</li> <li>describe differences in</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</li> </ul>   |



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|                                  |  | <p>materials</p> <ul style="list-style-type: none"><li>• suggest ways to make material/product stronger</li></ul>  | <p>ways</p> <ul style="list-style-type: none"><li>• use joining, rolling or folding to make it stronger</li><li>• use own ideas to try to make product stronger</li></ul> <p><b>End of KS Expectations:</b></p> <ul style="list-style-type: none"><li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li></ul> |
| Technical Knowledge – Mechanisms |  | <ul style="list-style-type: none"><li>• begin to use levers or slides</li></ul>  | <ul style="list-style-type: none"><li>• use levers or slides</li><li>• begin to understand how to use wheels and axles</li></ul> <p><b>End of KS Expectations:</b></p> <ul style="list-style-type: none"><li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</li></ul>                              |
| Technical Knowledge – Textiles   |  | <ul style="list-style-type: none"><li>• measure, cut and join textiles to make a product, with some support</li><li>• choose suitable textiles</li></ul> | <ul style="list-style-type: none"><li>• measure textiles</li><li>• join textiles together to make a product, and explain how I did it</li><li>• carefully cut textiles to produce accurate pieces</li><li>• explain choices of textile</li><li>• understand that a 3D textile structure can be made from two identical fabric shapes</li></ul>       |



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| Technical Knowledge – Food and 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> |
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