



Design and Technology knowledge and skills progression

Skills	EYFS	Year 1	Year 2	End of KS expectations
Design	<ul style="list-style-type: none"> I can explain my own knowledge and understanding. I can ask appropriate questions of others. I can use talk to organise, sequence and clarify thinking and ideas. I can explain how some technology works by exploring parts by pressing, lifting, twisting to say how it works. <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> I can use my own experience to help generate ideas. I can suggest ideas & explain how I am going to do it. I can explain what my product is for, and how it will work I can create prototypes of my ideas using chosen manipulatives. I can develop and improve my design ideas using existing product research. 	<ul style="list-style-type: none"> I can generate ideas by drawing my own and other people's experiences. I can develop my design ideas through discussion, observation, drawing and modelling manipulatives. I explain purpose of product, how it will work and how it will be suitable for the user I can identify and follow simple design criteria. I can make simple drawings and label parts. 	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology
Make	<ul style="list-style-type: none"> I can use a range of construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces I can use tool for a purpose I can use my increasing knowledge and 	<ul style="list-style-type: none"> I can with help measure, mark out, cut and shape a range of materials. I can use tools e.g. scissors and punch a hole safely. I can join and combine materials and parts together using a variety of methods e.g. glues or masking tape. 	<ul style="list-style-type: none"> I can begin to select tools and materials; use technical vocab' to name and describe them. I can measure, cut and score with some accuracy. I can use hand tools safely and appropriately. I can assemble, join and combine materials in order to make a product. 	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients,



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	<p>understanding of tools and materials to explore my interests and enquiries and develop my thinking</p> <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> I can select and use appropriate processes and tools for fruit and vegetables. I can follow safe procedures for food safety and hygiene. I can use simple finishing techniques to improve the appearance of my product 	<ul style="list-style-type: none"> I can cut, shape and join fabric to make a simple garment, using basic sewing techniques. I can follow safe procedures for food safety and hygiene. I can choose and use appropriate finishing techniques. 	<p>according to their characteristics</p>
Evaluate	<ul style="list-style-type: none"> I can adapt my work where necessary. I can explain my own knowledge and understanding of what I have made to evaluate it <p>ELG</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> I can talk about my ideas and products, saying what I like and dislike about them. I can evaluate my product against simple design criteria. I can evaluate my product by answering questions about what I have made and how I have gone about it. 	<ul style="list-style-type: none"> I can evaluate my product by discussing how well it works linking to its purpose. I can identify strengths and possible changes I might need to make. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria
Vocabulary		<p>planning, investigating design, evaluate, make, user, purpose, ideas, product, investigating,</p>	<p>planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	



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Knowledge	EYFS	Year 1	Year 2
Food	<ul style="list-style-type: none"> I understand the need for variety in my diet. I can make healthy choices. 	<ul style="list-style-type: none"> I can describe fruits texture and taste. I know the different between a fruit and vegetable. I know how to chop some fruits safely??? 	<ul style="list-style-type: none"> I am beginning to understand where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries. I understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') I can prepare some simple cold dishes safely and hygienically. I can start to demonstrate how to use techniques such as cutting, peeling and grating
Vocab		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	
Structures	<ul style="list-style-type: none"> I can handle tools and materials safely. I can use simple tools to effect changes in materials. I explore a range of materials, tools and techniques. I can construct with a purpose in mind using a range of resources. I can select tools and techniques in order to assemble and join materials 	<ul style="list-style-type: none"> I can identify structures that are stable and unstable. I know how to make freestanding structures stronger, stiffer and more stable. I know that the shape of a structure affects its strength. 	<ul style="list-style-type: none"> I understand that structures with a flat, wide base is more stable.
Vocab		cut, fold, join, wall, tower, , weak, strong, base, top, underneath, side, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, stable	



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Mechanisms	<ul style="list-style-type: none"> • I can handle tools and materials safely. • I can use simple tools to effect changes in materials. • I explore a range of materials, tools and techniques. • I can construct with a purpose in mind using a range of resources. • I can select tools and techniques in order to assemble and join materials. • I can explore a range of materials to learn cause and effect 	<ul style="list-style-type: none"> • I understand that levers and sliders are mechanisms that make things move. • I can identify how a mechanism moves forward. • I can identify whether a mechanism is a lever or a slider. • I can use the vocab: up, down, left, right, vertical and horizontal to describe movement. 	<ul style="list-style-type: none"> • I know how to make wheels move. • I can explore and use wheels, axles and axle holders. • I can distinguish between fixed and freely moving axles.
Vocab		slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, forwards, backwards	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving
Textiles	<ul style="list-style-type: none"> • I can handle tools and materials safely. • I can use simple tools to effect changes in materials. • I explore a range of materials, tools and techniques. • I can construct with a purpose in mind using a range of resources. • I can select tools and techniques in order to assemble and join materials. I can manipulate materials to create a planned effect. 		<ul style="list-style-type: none"> • I can join items together using glue or stitching. • I can identify the best technique for the task. • I can thread a needle. • I can use a over stitch that is evenly spaced and neat to join fabric.
Vocab			joining and finishing techniques, tools, fabrics, template, mark out, join, decorate, finish