

## Design & Technology Progression of Skills

	Reception	Year 1	Year 2
<b>Design</b>  Developing, planning and communicating ideas.	<b>Talk about what they are making.</b>  Develop and communicate ideas by talking and drawing.  Decide which materials to use.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Help to design and make small worlds and construction kits.  Use junk modelling to develop their design skills and creativity.	Draw on their own experience to help generate ideas.  Suggest ideas and explain what they are going to do.  Identify a target group for what they intend to design and make.  Model their ideas on card and paper.  Develop their design ideas by applying findings from their earlier research.	Generate ideas by drawing on their own and other people's experiences.  Develop their design ideas through discussion, observation, drawing and modelling.  Identify a purpose for what they intend to design and make.  Identify simple design criteria.  Make simple drawings and label parts.

<p><b>Make</b></p> <p>Working with tools, equipment, materials and components to make quality products (including food)</p>	<p>Explore how things work.</p> <p>With support, assemble, join and combine materials using a range of methods – e.g. Sellotape, string, pipe cleaners, glue etc.</p> <p>Explore different attachment techniques such as folding.</p> <p>Use a pair of scissors correctly and safely.</p> <p>Use a pair of scissors to cut along a straight, wavy line or zig-zag line.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits.</p> <p>Develop fine motor by threading, weaving and using Play-Doh cutters.</p> <p>Explore how to make structures stronger.</p> <p>With support, decorate fabrics with attached items - e.g. buttons, beads, sequins, braids, ribbons.</p>	<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools e.g. scissors, split pin/paper fastener and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p> <p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Begin to select tools and materials: use vocabulary to name and describe them.</p> <p>Measure and cut out with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple puppet. Use basic sewing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p>
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	Use junk modelling to develop their design skills and creativity.		
<b>Evaluate</b> Evaluating processes and products	Talk about what they like or dislike about products and how they would improve.  Talk about how their product works.	Evaluate their product by discussing how well it works in relation to the purpose.  Evaluate their products as they are developed, identifying strengths and possible changes they might make.  Evaluate their product by asking questions about what they have made and how they have gone about it.	Evaluate against their design criteria.  Evaluate their product as they are developed, identifying strengths and possible changes they might make.  Talk about their ideas, saying what they like and dislike about them.
Cooking and Nutrition Where food comes from  Food preparation, cooking and nutrition	Use a range of small tools, including cutlery, scissors and paintbrushes.  Know that some foods are healthy and some are unhealthy.  Know that everyone should eat five fruit or vegetables a day.  Spread butter on a piece of bread/toast at snack time.  Cut a piece of soft fruit such as a banana.	Some food comes from plants.  That everyone should eat at least five portions of fruit and vegetables every day.  Begin to sort foods into the five groups in the Eatwell guide.  Prepare simple dishes safely and hygienically with support without using a heat source.  Use techniques such as cutting, slicing, bridge and claw grip.	Food comes from plants or animals.  Food has to be farmed, grown elsewhere (e.g. home) or caught.  Name and sort foods into the five groups in the Eatwell guide. Prepare simple dishes safely and hygienically, without using a heat source. Use techniques such as cutting, peeling, grating and juicing.

<p>Technical Knowledge</p>		<p><b><u>Mechanisms</u></b> Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b><u>Structures</u></b> Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b><u>Cooking and Nutrition</u></b> Understand and use the basic</p>	<p><b><u>Mechanisms</u></b> Explore and use wheels, axles and axle holders.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b><u>Textiles</u></b> Understand how simple 3-D textiles products are made,</p> <p>using a template to create two identical shapes.</p> <p>Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b><u>Cooking and Nutrition</u></b> Explain what it means to be hygienic and keep a hygienic kitchen.</p>
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