



## Progression in Design Technology

Area/Skill	EYFS – Design Technology: ELG (UOW)				
	<p><b>3-4 years</b> Decides how to use and join different materials and explores the use of different textures.</p> <p><b>In Our Early Years</b> Knows how to construct with a range of materials. • Can join materials using different techniques. • Discusses what they want to make. • Discusses problems and how they might solve them when making. • Can reflect on the process of making.</p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>				
<b>Key Vocabulary</b>	Join, cut, stick, glue, mix, pour Cardboard, plastic, paper, wood, decorate, build Make better/improve, construct				
Key Stage One					
Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition	
<p><b>Children</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, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<p><b>Children</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> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<p><b>Children</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>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</li> </ul>	

NB - Our knowledge is identified for each area above on our Knowledge Organisers	Year 1	Year 2
<b>Design</b>	<p><b>We study</b></p> <ul style="list-style-type: none"> <li>• Fruit preparation and food hygiene</li> <li>• Moving pictures</li> <li>• Playgrounds</li> </ul>	<p><b>We study</b></p> <ul style="list-style-type: none"> <li>• Hand puppets: Textiles</li> <li>• Moving vehicles</li> <li>• Solving design problems</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>• I can think of my own ideas.</li> <li>• I can explain what I want to do.</li> <li>• I can use pictures and words to plan.</li> <li>• I can follow a design criteria to design a product.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think of my own ideas and plan what to do next.</li> <li>• I can choose the best tools and materials for the product.</li> <li>• I can give reasons why the chosen tools or materials are the best.</li> <li>• I can describe by using pictures, diagrams, model mock ups, words and ICT.</li> <li>• I can follow a design criteria to design a product for others.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• I can explain what is being made.</li> <li>• I can select tools and equipment suitable to cut, shape, join and finish.</li> <li>• I can describe which tools are needed and why.</li> <li>• I can select the right materials for the job.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what I am making and why my audience will like it.</li> <li>• I can join materials and components together in different ways.</li> <li>• I can choose materials and explain why they are being used depending on their characteristics.</li> </ul>
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>• I can describe how existing products work.</li> <li>• I can talk about my own work.</li> <li>• I can talk about existing products and say what is good and what is not so good.</li> <li>• I can talk about my own work linked to what I was asked to do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what went well in my class.</li> <li>• I can evaluate what I could do differently if I did it again.</li> <li>• I can judge my work against a design criteria.</li> <li>• I can talk about my own work and things other people have done.</li> </ul>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• I can talk about how to make products stronger.</li> <li>• I can use levers and sliders in my work.</li> <li>• I can measure materials to use in a model or structure.</li> <li>• I can join materials together in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• I can join materials together as part of a moving product.</li> <li>• I can add a specific design to my product.</li> <li>• I can use axels and wheels to my work.</li> <li>• I can use joining, folding or rolling to make materials stronger.</li> <li>• I can measure textiles.</li> <li>• I can cut textiles.</li> <li>I can join textiles together to make something.</li> <li>• I can explain why I chose a certain textile.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can wash hands and make sure surfaces are clean.</li> <li>• I can describe the texture of food.</li> <li>• I can cut safely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what it means to be hygienic.</li> <li>• I can explain what it means to keep a kitchen hygienic.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can think of interesting ways of decorating food made</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the properties of the ingredients used and why it is important to be varied in my diet.</li> <li>• I can competently cut, grate and peel different types of food.</li> </ul>
<b>Vocabulary</b>	Idea, make, tool, cut, join, select, strong, stronger, join, cut, clean, plan, design, product, equipment, shape, finish, material, evaluate, explain, lever, slide, measure, material, model, texture, surface, decorating, model, develop	Plan, design, product, diagrams, model, equipment, shape, finish, material, product, evaluate, explain, lever, slide, measure, material, structure, model, joining, folding, cut, describe, clean, texture, surface, decorating, design criteria, components, audience, construct, textiles, product, grate, peel, hygienic, ingredients, characteristics, improve, reflect axels, properties
<b>Gateway Milestones</b> To access the next stage in their learning children should achieve these gateway milestones	<p>By the end of year 1 children</p> <ul style="list-style-type: none"> <li>• know about a variety of tools and use suitable tools to cut, shape, join and finish</li> <li>• know the names of tools and equipment used in DT lessons</li> <li>• know the names of a selection of materials used &amp; why we are using certain materials</li> <li>• know how to join materials together in different ways</li> <li>• know how to plan their projects using pictures and words</li> <li>• know how to evaluate their work</li> <li>• can say what I found difficult and what I would do differently next time</li> <li>• know how to use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<p>By the end of year 2 children</p> <ul style="list-style-type: none"> <li>• know how to join materials and components together in different way</li> <li>• know the names of a wider variety of tools and can choose the best tools and materials for the product</li> <li>• know the names of a wider selection of materials and explain why they are being used depending on their characteristic i.e. fit for purpose</li> <li>• know how to follow a design criteria to design a product for others</li> <li>• know how to judge my work against a design criteria</li> <li>• know how to evaluate what I could do differently if I did it again</li> <li>• know how to describe what went well in my work</li> </ul>