

Progression of Knowledge and Skills in DT

	EYFS	Key Stage One	
		Cycle A	Cycle B
Designing	To be able to explain to an adult what they intend to make.	- To be able to use simple design criteria and existing products to help develop their own ideas with adult support (Year 1 focus) - To be able to use simple design criteria and existing products to design purposeful, functional and appealing products generating their own original ideas (Year 2 focus) - To be able to talk about what they intend to make and how they plan to make it. - To create drawings to communicate their ideas. (Year 1 focus) - To make simple drawings and label parts to communicate their ideas (Year 2 focus) - To be able to templates, mock-ups and construction kits to generate and develop design ideas.	- To be able to use simple design criteria and existing products to help develop their own ideas with adult support (Year 1 focus) - To be able to use simple design criteria and existing products to design purposeful, functional and appealing products generating their own original ideas (Year 2 focus) - To be able to talk about what they intend to make and how they plan to make it. - To create drawings to communicate their ideas. (Year 1 focus) - To make simple drawings and label parts to communicate their ideas (Year 2 focus) - To be able to use information and communication technology to generate and develop design ideas.
Technical Knowledge	- To begin to use the language of designing and making, e.g. join, build and shape - To know how to overlap and stick card to create tubes - To know how to use a hole punch and split pins to join pieces of card together	- To know the correct technical vocabulary for the projects they are undertaking. - To explore and understand the construction and movement of levers and sliders.	- To know the correct technical vocabulary for the projects they are undertaking. - To explore and understand how freestanding structures can be made stronger, stiffer and more stable. - To explore and understand the construction and movement of wheels and axles

Making	- To understand that equipment and tools have to be used safely. - To be able to select from the tools and materials available to make their finished product. - Manipulate materials to achieve a planned effect	- To follow procedures for safety and hygiene - To be able to identify some of the tools, equipment, materials and components needed to complete a practical task with adult support (Year 1 focus) - To be able to suggest appropriate tools, equipment, materials and components needed to complete a practical task, explaining their choices (Year 2 focus) - To be able to make and use their own templates. - To assemble, join and combine materials. - Use simple finishing techniques to improve the appearance of their product with adult support (Year 1 focus) - To choose and use appropriate finishing techniques (Year 2 focus) - To be able to cut, shape and join fabric using basic sewing techniques	- To follow procedures for safety and hygiene - To be able to identify some of the tools, equipment, materials and components needed to complete a practical task with adult support (Year 1 focus) - To be able to suggest appropriate tools, equipment, materials and components needed to complete a practical task, explaining their choices (Year 2 focus) - To assemble, join and combine materials. - Use simple finishing techniques to improve the appearance of their product with adult support (Year 1 focus) - To choose and use appropriate finishing techniques (Year 2 focus)
Cooking	- To develop their vocabulary to be able to describe food using their senses of taste, smell and touch. - To understand the importance of washing hands before preparing food. - To be able to use a knife to cut and spread. - To think about the need for a variety of foods in a diet.	- To know that all food comes from plants or animals - To know that food has to be farmed, grown elsewhere (e.g. home) or caught - To know that food ingredients should be combined according to their sensory characteristics - To know how to prepare simple dishes safely and hygienically, without using a heat source	- To know that the food we eat comes from around the world. - To know that when making a stir fry, ingredients should be combined according to their sensory characteristics. - To know how to use techniques such as cutting, peeling and grating

Evaluating	• To be able to talk about their designs as they develop. • To be able to identify things that have gone well and things that they want to change during the making process	• To be able to talk about existing products and say what is good about them or what could be improved (Year 1 focus) • To explore and evaluate a range of existing products and discuss how they have been made and how they work (Year 2 focus) • To make simple judgements about their products and ideas against design criteria (Year 1 focus) • To be able to evaluate their products against design criteria and identify strengths in their design and possible changes that they might make to their design or the making process (Year 2 focus)	• To be able to talk about existing products and say what is good about them or what could be improved (Year 1 focus) • To explore and evaluate a range of existing products and discuss how they have been made and how they work (Year 2 focus) • To make simple judgements about their products and ideas against design criteria (Year 1 focus) To be able to evaluate their products against design criteria and identify strengths in their design and possible changes that they might make to their design or the making process (Year 2 focus)
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