



DESIGN TECHNOLOGY SKILLS PROGRESSION

	RECEPTION Three and Four Year olds Reception ELG	YEAR 1	YEAR 2
Design	- Explore different materials freely, to develop their ideas about how to use them and what to make - Select appropriate resources - Use gestures, talking and arrangements of materials and components to show design - Use contexts set by the teacher and myself - Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	- Have own ideas - Explain what I want to do *explain what my product is for, and how it will work - Use pictures and words to plan, begin to use models - Design a product for myself following design criteria - Research similar existing products	- Have own ideas and plan what to do next - Explain what I want to do and describe how I may do it - Explain purpose of product, how it will work and how it will be suitable for the user - Describe design using pictures, words, models, diagrams, begin to use ICT - Design products for myself and others following design criteria - Choose best tools and materials, and explain choices - Use knowledge of existing products to produce ideas
		END OF KS1: - 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, mock-ups and, where appropriate, information and communication technology	

Make	• Explore different materials freely, to develop their ideas about how to use them and what to make • Join different materials and explore different textures • Take part in simple pretend play, using an object to represent something else even though they are not similar • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills • Use a range of small tools, including scissors, paint brushes and cutlery • Discuss how to make an activity safe and hygienic • Record experiences by drawing, writing, voice recording	• Explain what I'm making and why • Consider what I need to do next • Select tools/equipment to cut, shape, join, finish and explain choices • Measure, mark out, cut and shape, with support • Choose suitable materials and explain choices • Try to use finishing techniques to make product look good • Work in a safe and hygienic manner	• Explain what I am making and why it fits the purpose • Make suggestions as to what I need to do next. • Join materials/components together in different ways • Measure, mark out, cut and shape materials and components, with support. • Describe which tools I'm using and why • Choose suitable materials and explain choices depending on characteristics. • Use finishing techniques to make product look good • Work safely and hygienically
		END OF KS1: • <i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> • <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	

Evaluate	• Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Share their creations, explaining the process they have used • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks • Practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Show an interest in technological toys • Describe textures	• Talk about my work, linking it to what I was asked to do • Talk about existing products considering: use, materials, how they work, audience, where they might be used • Talk about existing products, and say what is and isn't good • Talk about things that other people have made • Begin to talk about what could make product better	• Describe what went well, thinking about design criteria • Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion • Evaluate how good existing products are • Talk about what I would do differently if I were to do it again and why
		END OF KS1: • <i>Explore and evaluate a range of existing products</i> • <i>Evaluate their ideas and products against design criteria</i>	
Technical knowledge - materials/structures		• Begin to measure and join materials, with some support • Describe differences in materials • Suggest ways to make material/product stronger	• Measure materials • Describe some different characteristics of materials • Join materials in different ways • Use joining, rolling or folding to make it stronger • Use own ideas to try to make product stronger
		END OF KS1: • <i>Build structures, exploring how they can be made stronger, stiffer and more stable</i>	

Technical knowledge - Mechanisms		• Begin to use levers or slides	• Use levers or slides • Begin to understand how to use wheels and axles
		END OF KS1: • <i>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products]</i>	
Technical knowledge - Textiles		• Measure, cut and join textiles to make a product, with some support • Choose suitable textiles	• Measure textiles • Join textiles together to make a product, and explain how I did it • Carefully cut textiles to produce accurate pieces • Explain choices of textile • Understand that a 3D textile structure can be made from two identical fabric shapes
Technical knowledge - Food and Nutrition	• Make healthy choices about food, drink, activity and toothbrushing • Know and talk about the different factors that support their overall health and wellbeing: healthy eating • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses	• Describe textures • Wash hands & clean surfaces • Think of interesting ways to decorate food • Say where some foods come from, (i.e. plant or animal) • Describe differences between some food groups (i.e. sweet, vegetable etc.) • Discuss how fruit and vegetables are healthy • Cut, peel and grate safely, with support	• Explain hygiene and keep a hygienic kitchen • Describe properties of ingredients and importance of varied diet • Say where food comes from (animal, underground etc.) • Describe how food is farmed, home-grown, caught • Draw eat well plate; explain there are groups of food • Describe “five a day” • Cut, peel and grate with increasing confidence
		END OF KS1: • <i>Use the basic principles of a healthy and varied diet to prepare dishes</i> • <i>Understand where food comes from</i>	