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**Progression of Knowledge and Skills in Design and Technology**

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|  | **Design**Design products based on design criteria. Generate, develop, model and communicate ideas. | **Make**Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. | **Evaluate**Explore and evaluate a range of existing products.Evaluate their ideas and products against design criteria. | **Technical Knowledge**Build structures and make them stronger, stiffer and more stable. Explore and use mechanisms. | **Food and Nutrition**Use the basic principles of healthy and varied diet to prepare dishes. Understand where food comes from. |
| **Year R** | * Use full sentence structures to communicate ideas and indicate future possibilities
* Explore and use a variety of mark-making tools to communicate meaning
* Suggest and try out ideas in response to construction challenges e.g. to design a getaway vehicle for the Evil Pea
* Begin to show accuracy and care when drawing (ELG)
* Experiment with design (ELG)
 | * Use a range of small tools, including scissors, paintbrushes, cutlery and clay tools.
* Explore a range of construction materials including kits, junk, blocks and large scale loose parts
* Use construction kits to build walls, towers and frameworks
* Explore and use different fabrics
* Explore and use a range of cutting and joining techniques including taping, gluing, treasury tagging and stapling
* Create products collaboratively sharing ideas, resources and skills
* Safely use and explore a variety of materials, tools and techniques (ELG)
 | * Take inspiration from products and create their own products in response.
* Begin to identify their own strengths and those of others.
* Be happy to have another go if they are not successful the first time they attempt a task
* 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 (ELG)
 | * Share their ideas and pose their own questions about why things happen and how things work.
* Explore and use mechanisms within construction kits e.g. wheels and axles, gears
* Experiment with form and function (ELG)
 | * Understand the need to wash hands before touching food
* Identify dangers in the kitchen
* Understand the need to wash some food before using
* Understand why we need to keep the kitchen clean
* Use simple utensils e.g. wooden spoon, sieve, whisk, and dinner knife safely and with

control when cooking* Develop simple food preparation skills including mixing, cutting, spreading, rolling and cutting out
* Begin to develop an awareness of where food comes from through sharing texts and rich experiences e.g. farm visit, growing cress
* Discuss healthy food choices
* Sort healthy food from less nutritional food
* Understand the importance of healthy food choices (ELG)
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| **Year 1** | **Preparing fruit*** Design an appealing fruit dish for a particular user based on simple design criteria
* Generate initial ideas and design criteria through investigating a variety of fruit
* Communicate these ideas through talk and drawings

**Sliders and levers*** Generate ideas based on simple design criteria and their own experiences, explaining what they could make
* Develop, model and communicate their ideas through drawings and mock-ups with card and paper

**Templates and joining techniques*** Design a functional and appealing product for a chosen user and purpose based on simple design criteria
* Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and ICT
 | **Preparing fruit*** Use simple utensils and equipment to cut, slice, squeeze and chop safely
* Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a fruit dish

**Sliders and levers*** Plan by suggesting what to do next
* Select and use tools, explaining their choices, to cut, shape and join paper and card
* Use simple finishing techniques suitable for the product they are creating

**Templates and joining techniques*** Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing
* Select from and use textiles according to their characteristics
 | **Preparing fruit*** Taste and evaluate a range of fruit to determine the intended user’s preferences
* Evaluate ideas and finished products against design criteria

**Sliders and levers*** Explore a range of existing books and everyday products that use simple sliders and levers
* Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria

**Templates and joining techniques*** Explore and evaluate a range of existing textile products (puppets)
* Evaluate their ideas throughout and their final products against original design criteria
 | **Preparing fruit*** Know and use technical and sensory vocabulary relevant to the dish

**Sliders and levers*** Explore and use sliders and levers
* Understand that different mechanisms produce different types of movement
* Know and use technical vocabulary relevant to the product

**Templates and joining techniques*** Design a functional and appealing product for a chosen user and purpose based on simple design criteria
* Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and ICT
 | **Preparing fruit*** Understand where a range of fruit come from e.g. farmed or grown at home
* Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The Eatwell Guide*
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| **Year 2** | **Freestanding structures*** Generate ideas based on simple design criteria and their own experiences, explaining what they could make
* Develop, model and communicate their ideas through talking, mock-ups and drawings

**Wheels and axles*** Generate initial ideas and simple design criteria through talking and using own experiences
* Develop and communicate ideas through drawing and mock-ups

**Preparing vegetables*** Design an appealing vegetable dish for a particular user based on simple design criteria
* Generate initial ideas and design criteria through investigating a variety of vegetables
* Communicate these ideas through talk and drawings
 | **Freestanding structures*** Plan by suggesting what to do next
* Select and use tools, skills and techniques, explaining their choices
* Select new and reclaimed materials and construction kits to build their structures
* Use simple finishing techniques suitable for the structure they are creating

**Wheels and axles*** Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing
* Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics

**Preparing vegetables*** Use simple utensils and equipment to peel, cut, slice, grate and chop safely
* Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a vegetable dish
 | **Freestanding structures*** Explore a range of existing freestanding structures in the school and local environment e.g. everyday products (beds – toy and real)
* Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria

**Wheels and axles*** Explore and evaluate a range of products with wheels and axles
* Evaluate their ideas throughout and their products against original criteria

**Preparing vegetables*** Taste and evaluate a range of vegetables to determine the intended user’s preferences
* Evaluate ideas and finished products against design criteria, including intended user and purpose
 | **Freestanding structures*** Know how to make freestanding structures stronger, stiffer and more stable
* Know and use technical vocabulary relevant to the product (bed)

**Wheels and axles*** Explore and use wheels, axles and axle holders
* Distinguish between fixed and freely moving axles
* Know and use technical vocabulary relevant to the product

**Preparing vegetables*** Know and use technical and sensory vocabulary relevant to the dish
 | **Preparing vegetables*** Understand where a range of vegetables come from e.g. farmed or grown at home
* Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The Eatwell Guide*
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