



Progression Map: Design and Technology



KS1	EYFS	Year 1	Year 2
<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Explore with colour, design, texture, form and function.</p> <p>To begin to show accuracy and care when drawing.</p>	<p>Design a purposeful, functional product for themselves based on given design criteria</p>	<p>Design a purposeful, functional and appealing product for other users based on given design criteria e.g. consider designs, colours</p>
<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Generate and communicate their ideas through talking and drawing (templates given where appropriate, along with IT in photographic form)</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates chosen and / or made by the children, mock-ups and, where appropriate, information and communication technology e.g. create 'How to' videos</p>
<p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Use a given range of tools and equipment to perform practical tasks [for example cutting, joining and finishing]</p>	<p>Select from and use a range of pre-chosen tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>
	<p>Explore, use and refine a variety of artistic effects to express their ideas.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>(Tools available: scissors, sellotape, glue, split pins, treasury tags – but not explicitly taught)</p>	<p>Specific skill to be taught: basic cutting of paper: e.g. hold a scissors correctly and manipulate tool basic joining: sellotape, glue, staples, split pins, treasury tags</p>	<p>Specific skills to be taught: cutting and shaping following basic design patterns including textiles Joining as in Year 1 + sewing (running stitch and tying)</p>

KS1	EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Use a range of small tools, including scissors and paint brushes.</p>	<p>Use given materials and components, including construction materials (Autumn), textiles and ingredients.</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>
<p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products 		<p>Verbally explore and give opinions on a small range of existing products</p> <hr/> <p>Teacher to model basic evaluation skills e.g. justify opinions, saying ‘why?’ e.g. ‘I like it because.....’</p> <p>Whole class shared evaluation.</p>	<p>Explore and evaluate (aiming to justify their opinions) a range of existing products</p> <hr/> <p>Children to use evaluation skills independently, considering purpose e.g. ‘I like it because.....’</p>
<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria 	<p>Share their creations, explaining the process they have used.</p>	<p>Speaking or writing frames to evaluate products e.g. LAPS and MAPS verbally; HAPS in basic written form. Discussing why they like a product for themselves.</p>	<p>Scaffolded sentence starters to evaluate their ideas (verbally) and products (in written form) against design criteria.</p>
<p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Build a variety of structures, using a range of materials that they have chosen and exploring how to make them stronger.</p>		<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Reinforcing joining e.g. using triangulation technique</p>
<ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>Explore and use mechanisms [for example, levers and sliders], in their products.</p>	<p>Explore and use mechanisms [for example, wheels and axles], in their products.</p>

KS1	EYFS	Year 1	Year 2
<p>Cooking and nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes 	<p>Understand the importance of healthy food choices.</p> <p>Prepare Using a range of small tools, such as cutlery. Preparation before making – washing hands (hygiene). Making gingerbread men – rolling, flattening, using a cutter to make a gingerbread shape and decorate using icing.</p>	<p>Selecting from <i>healthy</i> fruit to create a fruit kebab.</p> <p>Prepare Preparation before making – washing hands (hygiene). Washing produce and piercing (assembling) their own fruit kebab.</p>	<p>Select from a given set of fillings to create a healthy sandwich.</p> <p>Prepare Preparation before making – washing hands (hygiene) and wiping down the worktops (surfaces). Washing, cutting, slicing, spreading (butter (low fat), chopping and finally assembling the final product.</p>
<ul style="list-style-type: none"> Understand where food comes from. 	<p>Explore the natural world around them, making observations of animals and plants.</p>	<p>Differentiate the difference between a fruit and a vegetable and how/where they grow (under/above the ground, on a tree, in a bush, on a vine).</p>	<p>Learn about fruit/vegetable sorting into whether it is grown in the UK or grown abroad.</p>