

Progression of Skills – Design Technology



National Curriculum Aims

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Curriculum Enhancements

Design and Technology Task Days.

Skill	Nursery	Reception	Year 1	Year 2
Design	<ul style="list-style-type: none"> • I can think of my own ideas • I can construct with a purpose in mind, using a variety of resources. • I can select appropriate resources to use. 	<ul style="list-style-type: none"> • I can think of my own ideas. • I can construct with a purpose in mind, using a variety of resources. • I can use pictures and words to plan what I am going to do. • I can design a product for myself following a design criteria. • I can select appropriate resources and adapt my work where necessary. • I can represent my own ideas, thoughts and feelings through design and technology. • I can use language of designing and making 	<ul style="list-style-type: none"> • I can think of my own ideas. • I can explain what I want to do, what my product is for, and how it will work. • I can describe my design by using pictures, model mock ups and words. • I can design a product for myself following a design criteria. • I can research similar existing products. • I can select appropriate resources and adapt my work where necessary. • I can represent my own ideas, 	<ul style="list-style-type: none"> • I can think of my own idea and plan what to do next. • I can explain what I want to do and describe how I may do it. • I can use knowledge of existing products to produce ideas. • I can explain the purpose of the product, how it will work and how it will be suitable for the user. • I am able to choose the best tools and materials. • I can give reasons to why these are the best tools or materials. • I can describe my design by using pictures, words,

		(join, build, shape, longer, shorter, heavier, etc.)	thoughts and feelings through design and technology.	<p>diagrams, model mock ups, words and ICT.</p> <ul style="list-style-type: none"> • I can design a product for myself and for others following a design criteria. • I can represent my own ideas, thoughts and feelings through design and technology.
Make	<ul style="list-style-type: none"> • I can use various construction materials. • I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • I can join construction pieces together to build and balance. • I know that tools can be used for a purpose. 	<ul style="list-style-type: none"> • I can construct with a purpose, using a variety of resources. • I can replicate structures with materials and components. • I can use simple tools and techniques competently and appropriately. • I can select tools and techniques needed to shape, assemble and join materials that I am using. • I can use and explore a variety of materials, tools and techniques. • I understand that different media can be combined for a purpose. 	<ul style="list-style-type: none"> • I can explain what I am making and why. • I can consider what I need to do next. • I can select tools and equipment to cut, shape, join, finish and explain choices. • I can choose suitable materials to use and explain my choices. • I can measure, mark out, cut and shape, with support. • I can try to use finishing techniques to make the product look good. • I can work in a safe and hygienic manner. 	<ul style="list-style-type: none"> • I can explain what I am making and why it fits the purpose. • I can make suggestions as to what I need to do next. • I can join materials and components together in different ways. • I can measure, mark out, cut and shape materials and components, with support. • I can describe which tools I am using and why. • I can choose suitable materials and explain why they are being used depending on their characteristics.

		<ul style="list-style-type: none"> • I can record experiences by drawing, writing, voice recording. • I can discuss how to make an activity safe and hygienic. 		<ul style="list-style-type: none"> • I can use finishing techniques to make the product look good. • I can work safely and hygienically.
<p>Evaluate</p>	<ul style="list-style-type: none"> • I can talk about my work. • I can talk about how things work. • I show an interest in technological toys. 	<ul style="list-style-type: none"> • I can make a model and talk about what I like and dislike about it. • I can talk about my work and how it could be improved, making adaptations if necessary. • I can dismantle, examine and talk about existing objects and structures. • I can describe textures. • I can look at similarities and differences between existing objects/ materials/tools. • I can consider and manage some risks. • I can practise some appropriate safety measures independently. 	<ul style="list-style-type: none"> • I can talk about my work, linking it to what I was asked to do, telling others why I did it the way I did and how it could be improved. • I can talk about existing products and considering: use, materials, how they work, audience, where they might be used. • I can talk about existing products and say what is good and not so good about them. • I can talk about things that other people have made. 	<ul style="list-style-type: none"> • I can describe what went well and not so well with my work. • I can evaluate what I would do differently if I were to do it again and why. • I can judge my work against the design criteria. • I can talk about exiting products considering: use, materials, how they work, audience, how they might be used and express my personal opinion. • I can evaluate how good existing products are.

Technical Knowledge – Materials and Structures	<ul style="list-style-type: none"> • I know the purpose of different tools and know how to use them safely. 	<ul style="list-style-type: none"> • I know the purpose of different tools and know how to use them safely. • I know the qualities of some materials and choose resources for a particular reason. 	<ul style="list-style-type: none"> • I am beginning to measure and join materials, with some support. • I am able to say how to make materials/products stronger. • I can describe differences in materials. 	<ul style="list-style-type: none"> • I can measure materials to use in a model or structure. • I can describe some different characteristics of materials. • I can join material in different ways. • I can use joining, folding or rolling to make it stronger. • I can use my own ideas to try to make a product stronger.
Technical Knowledge – Mechanisms			<ul style="list-style-type: none"> • I am beginning to use levers or slides in my work. 	<ul style="list-style-type: none"> • I can use levers or slides in my work. • I am beginning to understand how to use wheels and axles.
Technical Knowledge – Textiles			<ul style="list-style-type: none"> • I can choose suitable textiles. • I can measure, cut and join textiles to make a product, with some support. 	<ul style="list-style-type: none"> • I can explain my choices of textile. • I can measure textiles. • I can join textiles together to make a product and explain how I did it. • I can carefully cut textiles to produce accurate pieces.

**Technical Knowledge -
Cooking and Nutrition**

- I am beginning to understand that eating well contributes to good health.
- I can say what healthy foods are.
- Practise stirring, mixing, pouring.
- I can use my senses.

- I can say what healthy foods are.
- I can say where some food comes from.
- Practice stirring, mixing, pouring, blending.
- I am beginning to understand some food preparation tools, techniques and processes.
- I can discuss how to make an activity safe and hygienic.

- I am able to cut food safely.
- I can describe the texture of food.
- I can say what healthy foods are.
- I can say where some food comes from (e.g, plant or animal.)
- I can describe the differences between some food groups (e.g, sweet, vegetables, etc.)
- I can think of interesting ways to decorate food.
- I can cut, peel and grate safely, with support.
- I can wash my hands and make sure that surfaces are clean.

- I can describe the properties of the ingredients I am using and why it is important to have a varied diet.
- I can describe “five a day.”
- I can draw an eat well plate, explaining there are different groups of food.
- I can say where food comes from, i.e, animals, underground, over ground, etc.
- I can describe how food is farmed, home-grown, caught.
- I can cut, peel and grate with increasing confidence.
- I can explain hygiene and keep a hygienic kitchen.