

KS1 progression of Design and Technology skills for expected level.

National curriculum	Year 1	Year 2
<p>Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Identify the key features of an existing product.</p> <p>Design purposeful/appealing products for themselves/another person based on their own design criteria.</p>	<p>Compare existing products.</p> <p>Design products that have a clear purpose and an intended user (children will be able to design and label a product that fits the requirements e.g. It must be _____ tall, it must include _____.)</p>
<p>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Children will be able to design with a clear purpose. E.g. designing a pulley that moves up and down.</p> <p>Create a drawing of their idea (either independently or talking with others and creating a group design).</p> <p>Explain their ideas verbally.</p>	<p>Plan drawn and labelled for lessons.</p> <p>Make sensible choices of which material/s to use.</p> <p>Labels could include materials or appropriate tools they may need.</p>
<p>Make: Practical skills ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<ul style="list-style-type: none"> • Make products, refining the design as work progresses (prompted by adult). • Demonstrate a range of cutting techniques e.g. ripping/cutting/chopping/hole punching. • Demonstrate a range of joining techniques e.g. Sellotape/glue and cut materials safely using tools provided (e.g. scissors). • Choose suitable techniques to construct products – When questioned, children will be able to tell you the tool they need to use to create what they’re making e.g. I need scissors so I can cut this. 	<ul style="list-style-type: none"> • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. • Choose suitable techniques to construct products. When questioned, children will be able to tell you the tool they need to use to create what they’re making e.g. I need scissors so I can cut this. • Cut materials safely using tools provided. • Make products, refining the design as work progresses.
<p>♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Given the option of choosing materials to create a set idea e.g. create an aeroplane, children will select appropriate materials that could be used.</p> <p>Children able to use more than one material in a model.</p> <p>O Construction materials - junk modelling materials e.g. cardboard/plastic/card etc. - construction sets</p>	<p>Given a choice of materials, children will be able to select the most appropriate ones for their designs explaining why based on their characteristics.</p> <p>Children will be able to select materials from a selection to help them make their design more appealing.</p>

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	<p>O Textiles</p> <ul style="list-style-type: none"> - adding materials/collage materials - Describe how different textiles feel. 	
Resources	using tape/glue/scissors/rolling paper/adding paper or card to products	Using stapler/masking tape/hole puncher/glue and using tools in different ways e.g curling paper.
<p>Evaluate</p> <p>♣ explore and evaluate a range of existing products</p>	Have things in the environment for children to explore/improve.	Children will be able to design based on existing things.
<p>Design through History</p>	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs (prompted by adult). • Explore how products have been created. 	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. <p>Explore how products have been created.</p>
♣ evaluate their ideas and products against design criteria	Simple evaluation with faces. Be able to tell an adult how their product works or why they chose moving parts.	Self-assessment after each piece of finished DT based on 'Remember to' Assess how well their product works and what they may change it to make it even better.
<p>Technical knowledge</p> <p>♣ build structures, exploring how they can be made stronger, stiffer and more stable</p>	Through discussion with an adult or peers, children will be able to create a stronger structure using resources in the environment.	Children will be able to give an idea as an evaluation to how they could make a structure stiffer/more stable (e.g. joining/folding/rolling), they can then try and evaluate it.
♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Children will have access to exploring and using mechanisms constantly in the environment. E.g. gears- 'moving monkey game'	Both having resources available in the classroom e.g construction tool kit in addition to planned for activities e.g. sliders for the Great Fire of London art work/using a pulley to create a pirate flag etc.
<p>Cooking and nutrition</p> <p>♣ use the basic principles of a healthy and varied diet to prepare dishes</p>	Planned for cooking tasks at set level planned for throughout the year.	Planned for cooking tasks at set level planned for throughout the year.
Practical cooking skills	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Assemble or cook ingredients. • Think of interesting ways of decorating food they have made (if applicable). 	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Assemble or cook ingredients. • Describe the properties of the ingredients they use. • Explain what it means to be hygienic.
♣ Understand where food comes from.	Children will have a basic understanding of where food comes from.	Children will explore this through science: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

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<p>Vocabulary</p>	<p>Design plan</p> <p>Make: soft, hard, rough, smooth, tool, cut, ripping/cutting/chopping/hole punching.</p> <p>Evaluate: stronger, moving parts, improve,</p> <p>Cooking and nutrition: Ingredients, cut, peel, grate, decorate, safe</p>	<p>Design purpose, user, requirements</p> <p>Make: mechanism vocabulary related to mechanisms covered e.g. sliders Curling paper shaping, joining</p> <p>Evaluate stiffer/more stable joining/folding/rolling</p> <p>Cooking and nutrition: Properties of ingredients, hygienic, food chain, sources of food</p>
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