

Design Technology Progression of Skills EYFS to end of KS1

The document below demonstrates how we structure and sequence our maths curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Year Group	Designing	Making	Evaluating	Cooking and Nutrition	Structures	Mechanisms	Textiles
EYFS	Construct with a simple purpose in mind, following own ideas.	Experiment with the tools and resources on offer. Use tools safely with adult support. Use simple joining techniques and equipment, e.g. masking tape, to combine different media.	Express simple likes and dislikes about their work. Make simple adaptations with adult support.	Eat a range of fruit and vegetables and understand why this is important e.g. it keeps us healthy. Use basic tools with adult support. Wash own hands independently before eating and preparing food.	Build with a range of construction resources with a purpose in mind.	Add simple moving parts to their work with adult support.	Explore and create with a variety of different textiles, e.g. wool, fabric, felt.
1	Think of own ideas for design with some adult guidance. Use pictures and words to plan. Design a product for themselves, following design criteria.	Select appropriate tools and equipment for the purpose with adult guidance. Use tools safely and with some control, under adult guidance.	Talk about own and pre-existing products, explaining how they work and saying what is good/not so good about them.	Describe properties, including taste, texture and appearance, of a range of food. Use basic tools safely with some control, under adult guidance to create a specified product: Peel, cut, grate, mix and mould foods.	Construct a model home or bridge incorporating the main features. E.g. opening doors, windows, supports.	Recognise and explain in simple terms how sliders and levers work in pre-existing products Use tools safely and with some control to make slider and lever mechanisms.	Use appropriate techniques to measure, mark out and join the fabric pieces they have selected with some adult guidance. Use a simple running stitch effectively.

	<p>Work in a range of contexts [imaginary, home, school, wider community, story based).</p> <p>Explain what is being made and why.</p>		<p>Describe how their own product works, and how it could be improved, making adaptations with adult guidance.</p>	<p>Explain that it is important to eat more fruit and vegetables.</p> <p>Observe basic food hygiene preparation rules.</p>	<p>Use simple structures to make their models strong and stable following adult guidance.</p> <p>Use tools safely and with some control, under adult guidance.</p>	<p>Incorporate sliders and levers into a moving picture design.</p> <p>Recognise and describe how simple mechanisms related to moving vehicles work by examining at pre-existing products.</p> <p>Use this knowledge to develop own design with adult guidance.</p> <p>Make a wheeled vehicle [wheel and axle] with adult support which moves and which generally matches their design intention</p> <p>Use tools with some control, under adult guidance.</p>	<p>Add simple features to give their puppet particular characteristics using appropriate materials and techniques.</p> <p>Create a puppet that works and reflects their design intention (i.e. is the right size and design)</p>
2	<p>Generate own ideas and plan what to do next.</p>	<p>Choose appropriate tools and equipment from a given range.</p>	<p>Evaluate pre-existing products for their suitability.</p>	<p>Describe properties including taste, texture and appearance, of a range of food. Use this information to</p>	<p>Construct a model home or bridge with a clear vision of the main features, responding to</p>	<p>Explain how sliders and levers function in pre-existing products</p>	<p>Use appropriate techniques to measure, mark out and join the fabric pieces</p>

	<p>Describe designs using pictures, diagrams, models, mock-ups, words and ICT.</p> <p>Design a product for a given audience/purpose, following design criteria.</p> <p>Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).</p> <p>Explain what is being made and why it is suitable for the audience intended.</p>	<p>Describe and explain why the tools selected fit the purpose.</p> <p>Use tools safely with control, following adult demonstration.</p>	<p>Say whether their product does what it is meant to (fits the design brief), evaluating what went well and what could be done differently.</p> <p>Evaluate their design against their original plan and the design criteria.</p> <p>Reflect and evaluate during the making process, making modifications as required.</p>	<p>plan, prepare and combine ingredients into a specific product with consideration to the overall taste and appearance of the final product.</p> <p>Use tools safely with control, following adult demonstration e.g. to peel, cut, grate, mix and mould foods.</p> <p>Observe and explain the reasoning behind food hygiene preparation rules.</p>	<p>suggestions of how to enhance their functionality and appearance.</p> <p>Reflect and evaluate during the making process, making modifications as required, e.g. to ensure their model is as strong and stable as possible.</p> <p>Use tools safely and with control following adult demonstration.</p>	<p>Use tools safely and accurately to make slider and lever mechanisms.</p> <p>Incorporate sliders and levers into a moving picture design, making adjustments as required during the making process.</p> <p>Recognise and explain how simple mechanisms related to moving vehicles work by examining at pre-existing products.</p> <p>Use this knowledge to develop own design.</p> <p>Make a wheeled vehicle [wheel and axle] which moves and which generally matches their design intention</p> <p>Use tools safely and with control following adult demonstration</p>	<p>they have selected.</p> <p>Use a simple running stitch effectively mindful of size and uniformity of stitching.</p> <p>Add features to give their puppet particular characteristics using appropriate materials and techniques.</p> <p>Create a puppet that works and reflects their design intention, making modifications as required during the making process (i.e. is the right size and design)</p>
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