



SOUTH WOOTTON INFANT SCHOOL

DT Progression

	EYFS	YEAR 1	YEAR 2
Designing	<ul style="list-style-type: none"> • Work within different contexts such as story-based, home, school, playground. • Generate ideas from existing examples • Begin to talk about their designs. 	<ul style="list-style-type: none"> • Works within a range of contexts e.g. story based, topic based. • State what products they are designing and making. Stating whether their products are for themselves or other users. • Use existing knowledge to generate their own original designs. • Begin to develop ideas by talking and drawing. 	<ul style="list-style-type: none"> • Work confidently within a range of contexts e.g. imaginary, industry, wider environment. • State what products they are designing and making and whether products are for themselves or other users. • Describe what their products are for. Say how their products will work and how they are suitable for intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on own experiences. • Use knowledge of existing products to come up with ideas. • Model ideas by exploring materials, components, making templates and mock ups. • Use computing where appropriate to develop and communicate ideas.
Making	<ul style="list-style-type: none"> • Show some planning skills by suggesting what to do next. • Begins to follow safety procedures. • Selects from a range of materials 	<ul style="list-style-type: none"> • Plans suggesting what to do next. • Selects from a range of tools, materials and components • Follows procedures for safety 	<ul style="list-style-type: none"> • Plans by suggesting what to do next. • Selects from a range of tools, materials and components according to their

	and components.	and hygiene. <ul style="list-style-type: none"> • Uses a range of materials, components, food ingredients. • Measures, marks out, shapes and cuts most materials. 	characteristics. <ul style="list-style-type: none"> • Explains their choices. Follows procedures for safety and hygiene. • Uses a range of materials, components, construction kits, textiles, food ingredients and mechanical products. • Measures, marks out, cuts and shapes a range of materials and components. • Assembles, joins and combines materials and components. • Begins to use finishing techniques.
Evaluating	<ul style="list-style-type: none"> • Begin to talk about their design ideas and what they are making. • Think about how to make their products better/adapts work where necessary. • Begin to explore what products are, how they are used, where they are from. 	<ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Talk about how to make their products better. • Explore what products are, what they are made from, who they are for, how they are used and where they are from. • Talk about likes and dislikes of existing products. 	<ul style="list-style-type: none"> • Talk about their design ideas and that they are making. • Make simple judgements about their products and ideas against design criteria. • Talk about and write how to make their products better. • Explore what products are, what they are made from, who they are for, how they are used and where they might be used. • Talk about likes and dislikes of existing products. Give reasons.
Technical Knowledge	<ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools. 	<ul style="list-style-type: none"> • Pupils understand the simple working characteristics of materials and components. 	<ul style="list-style-type: none"> • Pupils understand the working characteristics of materials and components. They know about the movement of simple

	<ul style="list-style-type: none"> • Select and use technology for particular purposes. • Select tools and techniques needed to shape, assemble and join materials • Begin to understand simple mechanisms such as levers and wheels. 	<ul style="list-style-type: none"> • Know about the movement of simple mechanisms such as levers, sliders and wheels. • Begin to use the correct technical vocabulary for projects 	<p>mechanisms such as levers, sliders, wheels and axles.</p> <ul style="list-style-type: none"> • Understand how structures can be made stronger, stiffer and more stable. • Recognise that 3D textile products can be assembled from two identical fabric shapes. • Use the correct technical vocabulary for projects.
Cooking and Nutrition	<ul style="list-style-type: none"> • Know that food comes from plants or animals 	<ul style="list-style-type: none"> • Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day. • Prepare some simple dishes. • Use techniques e.g. chop, peel and grate 	<ul style="list-style-type: none"> • Know that food comes from plants or animals • Name and sort food into the five groups in 'The Eatwell plate' • Know how to prepare simple dishes safely and hygienically. • Prepare a range of simple dishes using techniques such as cutting, chopping, peeling and grating