



Skills progression: DT – End of EYFS and Key stage 1

Reception	End of EYFS Expectation	Year 1	Year 2	End of Key Stage 1 Expectation
<p>Autumn: All about me Make a fruit kebab for the Gruffalo (Food and nutrition)</p> <p>Journeys Make a Diva Lamp (Materials and structures)</p> <p>Spring: Once upon a Time Make a bridge for 3 billy goat gruff (materials and structures)</p> <p>Superheroes Make a super hero cape (textiles)</p> <p>Summer: Into the woods slides in (free play (mechanism))</p>	<p>Manipulate materials to achieve a planned effect. (EAD 40-60)</p> <p>Construct with a purpose in mind, using a variety of resources. (EAD 40-60)</p> <p>Use simple tools and techniques competently and appropriately. (EAD 40-60)</p> <p>Select appropriate resources and adapt work where necessary. (EAD 40-60)</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60)</p>	<p>Autumn: Make a picture frame (materials and structures)</p> <p>Spring: Traditional tales moving picture (mechanism)</p> <p>Summer: Pizza making (food and nutrition) Fabric sewing (textiles)</p>	<p>Autumn: Jumping back in time, space Make a vehicle for the future (mechanism).</p> <p>Spring: Mixed up tales Design a wooden bridge for the 3 billy goat gruff (materials and structures).</p> <p>Summer: The circle of life Where does our food come from? Design a menu for Oscar's night (food and nutrition).</p> <p>Circus Design and make circus bunting (textiles).</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range for materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>

Design	<ul style="list-style-type: none"> Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 		<ul style="list-style-type: none"> have own ideas explain what I want to do explain what my product is for, and how it will work use pictures and words to plan, begin to use models design a product for myself following design criteria research similar existing products 	<ul style="list-style-type: none"> have own ideas and plan what to do next explain what I want to do and describe how I may do it explain purpose of product, how it will work and how it will be suitable for the user describe design using pictures, words, models, diagrams, begin to use ICT design products for myself and others following design criteria choose best tools and materials, and explain choices use knowledge of existing products to produce ideas 	
Make	<ul style="list-style-type: none"> Construct with a purpose, using a variety of resources Use simple tools and techniques Build/ construct with a wide range of objects Select tools & techniques to shape, assemble and join Replicate structures with materials / components Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording Understand different media can be combined for a purpose 		<ul style="list-style-type: none"> explain what I'm making and why consider what I need to do next select tools /equipment to cut, shape, join, finish and explain choices measure, mark out, cut and shape, with support choose suitable materials and explain choices try to use finishing techniques to make product look good work in a safe and hygienic manner 	<ul style="list-style-type: none"> explain what I am making and why it fits the purpose make suggestions as to what I need to do next. join materials /components together in different ways measure, mark out, cut and shape materials and components, with support. describe which tools I'm using and why choose suitable materials and explain choices depending on characteristics. use finishing techniques to make product look good work safely and hygienically 	
Evaluate	<ul style="list-style-type: none"> Adapt work if necessary Dismantle, examine, talk about existing objects/ structures Consider and manage some risks Practise some appropriate safety measures independently Talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys Describe textures 		<ul style="list-style-type: none"> talk about my work, linking it to what I was asked to do talk about existing products considering: use, materials, how they work, audience, where they might be used talk about existing products, and say what is and isn't good talk about things that other people have made begin to talk about what could make product better 	<ul style="list-style-type: none"> describe what went well, thinking about design criteria talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion evaluate how good existing products are talk about what I would do differently if I were to do it again and why 	

<p><i>Technical Knowledge Materials and Structures</i></p>	<ul style="list-style-type: none"> • explore different materials • begin to make choices of different materials. • Begin to explore differences between materials. • Explore different structures. 		<ul style="list-style-type: none"> • begin to measure and join materials, with some support • describe differences in materials • suggest ways to make material /product stronger 	<ul style="list-style-type: none"> • measure materials • describe some different characteristics of materials • join materials in different ways • use joining, rolling or folding to make it stronger • use own ideas to try to make product stronger 	
<p><i>Technical Knowledge Mechanism</i></p>	<ul style="list-style-type: none"> • begin to use slide in play-based learning. 		<ul style="list-style-type: none"> • begin to use levers or slides 	<ul style="list-style-type: none"> • use levers or slides • begin to understand how to use wheels and axles 	
<p><i>Technical Knowledge - Textiles</i></p>	<ul style="list-style-type: none"> • begin to make choices between different textiles. • Begin to explore suitable textiles for purpose. 		<ul style="list-style-type: none"> • measure, cut and join textiles to make a product, with some support • choose suitable textiles 	<ul style="list-style-type: none"> • measure textiles • join textiles together to make a product, and explain how I did it • carefully cut textiles to produce accurate pieces • explain choices of textile • understand that a 3D textile structure can be made from two identical fabric shapes. 	

- Begin to understand some food preparation tools, techniques and processes
- Practise stirring, mixing, pouring,
- Discuss how to make an activity safe and hygienic
- Discuss use of senses
- Understand need for variety in food
- Begin to understand that eating well contributes to good health

- describe textures
- wash hands & clean surfaces
- think of interesting ways to decorate food
- say where some foods come from, (i.e. plant or animal)
- describe differences between some food groups (i.e. sweet, vegetable etc.)
- discuss how fruit and vegetables are healthy
- cut, peel and grate safely, with support

- explain hygiene and keep a hygienic kitchen
- describe properties of ingredients and importance of varied diet
- say where food comes from (animal, underground etc.)
- describe how food is farmed, home-grown, caught
- draw eat well plate; explain there are groups of food
- describe "five a day"
- cut, peel and grate with increasing confidence