

| Objectives        |  |  |  |        |
|-------------------|--|--|--|--------|
|                   | EYFS   |  | Key Stage 1  |        |
| <b>Objectives</b> | <p><b>Early Learning Goals</b></p> <p><b>Physical Development:</b> Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Expressive Arts and Design:</b> Creating with materials</p> <p>Safely Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |  | <p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.</p> <p><b>Technical Knowledge</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> |        |
|                   |  |  | <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Cooking and Nutrition</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes; Understand where food comes from.</p>  |        |
| Skills            |  |  |  |        |
|                   | Nursery  | Reception  | Year 1   | Year 2 |
| <b>Design</b>     | <p>-Explore how things work</p> <p>-Explore different materials freely, to develop their ideas about how to use them and what to make.</p>   |  | <p>- Have own ideas</p> <p>- Explain what the product is for and how it will work</p> <p>- Use talk and pictures to plan</p> <p>- Design a product for self using design criteria</p> <p>- Research similar existing products</p>  |        |
|                   |  | <ul style="list-style-type: none"> <li>- Use talk to explain how things work and why they happen</li> <li>- Use language of designing and making: join, build, shape, longer, shorter, lighter, heavier</li> </ul> | <ul style="list-style-type: none"> <li>- Have own ideas and plan what to do next</li> <li>- Explain what to do and describe how I may do it</li> <li>- Explain purpose of a product, how it will work and how it will be suitable for the user</li> <li>- Describe design using pictures, words, models, mock-ups and templates and, where appropriate, ICT.</li> <li>- Design products for myself and others using design criteria</li> <li>- Use knowledge of existing products to produce ideas</li> </ul>  |        |

| Skills                       |   |  |   |   |
|------------------------------|---|--|---|---|
|                              | Nursery   | Reception  | Year 1  | Year 2  |
| <b>Make</b>                  | <ul style="list-style-type: none"> <li>- Join different materials and explore different textures</li> <li>-Use one handed tools and equipment. E.g. scissors,</li> <li>- Choose the right resources to carry out a play. E.g. a hole punch to make a hole.</li> <li>- Join different materials</li> </ul> | <ul style="list-style-type: none"> <li>- Construct with a purpose</li> <li>- Use simple tools and techniques</li> <li>- Select tools to shape and join</li> <li>- Develop their small motor skills so that they use a range of tools competently, safely and confidently</li> <li>- Create collaboratively, sharing ideas, resources and skills</li> </ul> | <ul style="list-style-type: none"> <li>- Explain what I am making and why it fits the purpose</li> <li>- Explain what I'm making and why</li> <li>- Consider what I need to do next</li> <li>- Join materials using glue and masking tape</li> <li>- Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>- Choose suitable materials and explain choices</li> </ul> | <ul style="list-style-type: none"> <li>- Explain what I am making and why it fits the purpose</li> <li>- Make suggestions as to what I need to do next</li> <li>- Join materials/components together in different ways</li> <li>- Choose suitable materials and explain choices with reference to material's characteristics</li> <li>- Work safely and hygienically</li> </ul> |
| <b>Evaluate</b>              | <p>Be able to express an opinion using words as well as gestures</p>  | <ul style="list-style-type: none"> <li>- Express an opinion about their creations</li> <li>- Say what they like about their work</li> <li>- Think about how to make how to make their creations better</li> </ul>  | <ul style="list-style-type: none"> <li>- Evaluate their product through discussion in relation to the purpose</li> <li>- Explain their opinions linked to existing products</li> <li>- Begin to evaluate their own products, identifying strengths and weaknesses</li> </ul>  | <ul style="list-style-type: none"> <li>- Evaluate their product in relation to the design criteria</li> <li>- Identify strengths and weaknesses and possible changes</li> <li>- Talk confidently about their ideas, talking about likes and dislikes</li> </ul>   |
| <b>Technical Knowledge</b>   |   |  | <ul style="list-style-type: none"> <li>- explore and use mechanisms such as levers and sliders in their products</li> <li>- Suggest ways to make materials/products stronger</li> </ul>   | <ul style="list-style-type: none"> <li>- Use joining, rolling or folding to make materials/structures stronger</li> <li>- Use own ideas to make product stronger and more stable.</li> <li>- Explore and use wheels and axles in their products.</li> </ul>   |
| <b>Cooking and Nutrition</b> | <ul style="list-style-type: none"> <li>- Explore food using all five senses</li> <li>- Express their likes and dislikes</li> </ul>  | <ul style="list-style-type: none"> <li>- -Begin to understand that eating contributes to good health</li> <li>- -Begin to understand some food preparation tools, techniques and processes</li> <li>- -Practise stirring, mixing and pouring</li> </ul>  | <ul style="list-style-type: none"> <li>- understand where food comes from (plant or animal)</li> <li>- Describe differences between some food groups (i.e sweet, vegetables etc)</li> <li>- Discuss which foods are healthy</li> <li>- Cut, peel and grate safely, with support.</li> </ul>   | <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>• Describe how food is sourced (farmed, home-grown, caught)</li> <li>• Cut, peel and grate with increasing confidence</li> </ul>   |

Design Technology Progression

