



**SKILLS PROGRESSION**  
**Subject Area:**  
**Design and Technology**

	EYFS	Year 1	Year 2
<b>Research – Looking at existing products, identifying likes and dislikes</b>		<p>Research existing products similar to that they are making</p> <p>Identify what they like and dislike about existing products</p>	<p>Research existing products similar to that they are making</p> <p>Identify what they like and dislike about existing products, choosing favourite products where appropriate</p>
<b>Design – Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas</b>	<p>Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</p>	<p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make model their ideas in card and paper</p>	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend</p>
<b>Make – Making purposeful products that solve a scenario</b>	<p>Represent their own ideas, thoughts and feelings through design and technology Understand that different media can be combined to create new effects</p> <p>Realise tools and equipment can be used for a purpose</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Select tools and techniques needed to shape, join and assemble materials they are using</p> <p>Create simple representations of events, people and objects</p>	<p>Develop their design ideas applying findings from their earlier research</p> <p>Make basic drawings of their designs Identify key materials and equipment needed for their products</p> <p>Follow their design to make purposeful products</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools e.g. scissors and a hole punch safely</p>	<p>to design and make - Identify simple design criteria</p> <p>Make simple diagrams and label key parts of their product Identify key materials and equipment needed for their products Follow their design to make purposeful products</p> <p>Begin to select tools and materials appropriate for specific tasks; use basic vocabulary to name and describe them</p> <p>Measure, cut and score with some accuracy</p>

	<p>Manipulate materials to achieve a planned effect</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g glues or masking tape - Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Weighing ingredients,</p>	<p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment.</p> <p>Use basic sewing techniques</p>
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<p><b>Evaluate – Evaluate own products and make suggestions for further improvements</b></p>	<p>Use various construction materials</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Join construction pieces together to build and balance</p> <p>Construct with a purpose in mind, using a variety</p> <p>Select appropriate resources and adapt work where necessary</p>	<p>understanding where food comes from and following basic assembling instructions</p> <p>Use simple finishing techniques to improve the appearance</p> <p>Test the effectiveness of their products against the purpose</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how</p>	<p>Follow safe procedures for food safety and hygiene</p> <p>Weighing ingredients, understanding where food comes from and following basic assembling instructions</p> <p>Test the effectiveness of their products against the purpose</p> <p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>
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