

DT skill progression

DESIGNING			
Understanding contexts, users and purposes			
EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
30-50 months C&L Sp: Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.	Begin to design before making products linked to their interests.	Work confidently within a wider range of contexts, State what products they are designing and making Say whether their products are for themselves or other users Describe what their products are for	Work confidently within a wider range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment Say whether their products are for themselves or other users and consider the needs/preferences of other users Say how they will make their products suitable for their intended users Say how their products will work Use simple design criteria to help develop their ideas

Generating, developing, modelling and communicating ideas			
EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
<p>30-50 months C&L Sp •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, •Questions why things happen and gives explanations. Asks who, what, when, how. 40-60 months C&L Sp •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ELG They develop their own narratives and explanations by connecting ideas or events.</p>	Explain what they are making and which materials they are using.	Begin to draw on their own experience to help generate ideas and research conducted on criteria.	Start to generate ideas by drawing on their own and other people's experiences.
	Select materials from a limited range that will meet a simple design criteria e.g. shiny.	Begin to understand the development of existing products: What they are for, how they work, materials used.	Begin to develop their design ideas through discussion, observation, drawing and modelling.
	Select and name the tools needed to work the materials e.g. scissors for paper.	Start to suggest ideas and explain what they are going to do.	Identify a purpose for what they intend to design and make.
		Understand how to identify a target group for what they intend to design and make based on a design criteria.	Understand how to identify a target group for what they intend to design and make based on a design criteria.
	Explore ideas by rearranging materials.	Begin to develop their ideas through talk and drawings.	Develop their ideas through talk and drawings and label parts.
	Describe simple models or drawings of ideas and intentions.	model ideas by exploring materials, components and construction kits and begin making templates and mock- ups	Make templates and mock ups of their ideas in card and paper or using ICT.
	Discuss their work as it progresses.		

MAKING			
Practical skills and techniques/Technical knowledge			
EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
30-50 months PD H&S •Understands that equipment and tools have to be used safely 40-60 months •Practices some appropriate safety measures without direct supervision. 30-50 months PD M&H •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 40-60 months •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. ELG handle equipment and tools effectively, including pencils for writing 30-50 months KUW •Talks about why things happen and how things work ELG know about similarities and differences in relation to objects and materials.	Begin to create their design using basic techniques. Start to build structures, joining components together. Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. Begin to use scissors to cut straight and curved edges and hole punches to punch holes. Explore using/ holding basic tools such as a saw or hammer. Use adhesives to join material.	Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore mechanisms[for example, levers, sliders, wheels and axles], With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product.	Begin to select tools and materials; use correct vocabulary to name and describe them. 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. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas

EVALUATING			
EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
	<p>Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished products meet their design criteria</p> <p>Begin to talk about their designs as they develop and identify good and bad points.</p> <p>Start to talk about changes made during the making process.</p>	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>

<u>Cooking and nutrition</u>			
EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
40-60 months PD H&S Eats a healthy range of foodstuffs and understands need for variety in food ELG know the importance for good health of a healthy diet	Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables.	Begin to understand that all food comes from plants or animals.	Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.
	Stir, spread, knead and shape a range of food and ingredients.	Know how to use techniques such as cutting, peeling and grating.	Use techniques such as cutting, peeling and grating with greater independence
	Begin to work safely and hygienically.	Know how to prepare simple dishes safely and hygienically, without using a heat source	Prepare simple dishes safely and hygienically, without using a heat source
	Start to think about the need for a variety of foods in a diet.	Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.	Start to understand how to name and sort foods into the five groups in 'The Eat well plate'
	Measure and weigh food items using non-standard measures e.g. spoons, cups.	Measure and weigh items, with support, using standard measures	Measure and weigh items using standard measures, reading intervals on a scale.