**Race Leys Infant School: DT Skills Progression **

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| **Area** | **End of key stage skills** | **EYFS** | **Year 1** | **Year 2** |
| **Technical Knowledge** | **Children need to be able to:**  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms in their products | I explore technology in the environment.  I explore and recognise how things work.  I can talk about how things work.  I can observe closely and replicate a structure. | I know about the simple working characteristics of materials and components.  I know about the movement of simple mechanisms such as wheels and axels.  I can make a structure/model using different materials beginning to explore how they can be made stronger.  I am beginning to group food according to its sensory characteristics.  I am beginning to use the correct technical vocabulary for projects.  I am beginning to use simple finishing techniques appropriately, including those from art and design. | I can explain the simple working characteristics of materials and components.  I know about the movement of simple mechanisms such as levers and sliders.  I know how free-standing structures can be made stronger, stiffer and more stable by joining, folding or rolling.  I know that a 3D textiles product can be assembled from two identical fabric shapes.  I recognise that food ingredients should be combined according to their sensory characteristics I am beginning to explain why certain foods go well together.    I can use the correct technical vocabulary for projects.  I can use appropriate finishing techniques based on own ideas, including those from art and design. |
| **Designing** | 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 | I can plan and adapt initial ideas to make them better.  I can use the language of designing and making e.g. join, build, and shape.  I can construct with a purpose in mind. | I am beginning to generate ideas by drawing on my own experiences and existing products.  I can explain what product I am designing and making and who it is for.  I am beginning to use simple design criteria.  I am beginning to describe my ideas by talking, drawing pictures and adding labels where appropriate.  I am beginning to use ICT where appropriate to develop ideas. | I can use my own ideas by drawing on my own experiences, those of other people and existing products.  I can explain what product I am designing and making, saying how it will work and how it will be suitable for the intended user.  I can use simple design criteria.  I can describe my ideas by talking, drawing pictures, diagrams and models adding labels and descriptions.  I can model ideas by exploring materials, components and construction kits and by making templates and mock-ups.  I can use ICT where appropriate to develop and communicate ideas. |
| **Making** | Select from and use a range of tools and equipment to perform practical tasks  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | I can use a range of everyday classroom tools.  I am beginning to select resources for a purpose.  I can identify rules that help keep us safe in and beyond the home when using technology.  I can discuss reasons that make activities safe or unsafe  I notice and discuss materials around me. | I can select from a range of appropriate tools and equipment according to their characteristics.  I am beginning to understand the correct vocabulary to describe the tools and processes.  I can follow procedures for safety and hygiene with support from an adult.  I am beginning to use a range of materials and components, including construction materials and kits, food ingredients and mechanical components.  I am beginning to measure, mark out, cut and shape materials and components and then begin to assemble, join and combine materials and components with support. | I can select from a range of tools and equipment according to their characteristics, explaining my choices.  I can use the correct vocabulary to name and describe the tools and processes.  I can follow procedures for safety and hygiene.  I can use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.  I can measure, mark out, cut and shape materials and components and then assemble, join and combine materials and components in different ways.  I can show how to measure out using a template, cut and join textiles to make a simple product.  I can use basic sewing techniques such as running stitch |
| **Evaluating** | Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria | I can evaluate and compare products using longer, shorter, lighter, heavier and stronger.  I can record experiences by drawing, writing, voice recording and modelling. | I am beginning to explore and evaluate existing projects:  • what products are  • who products are for  • what products are for  • how products work  • how products are used  • where products might be used  • what materials products are  made from  • what I like and dislike about products  I am beginning to evaluate my own projects, making simple judgements about my products and ideas against design criteria. | I can explore and evaluate existing projects:  • what products are  • who products are for  • what products are for  • how products work  • how products are used  • where products might be used  • what materials products are  made from  • what I like and dislike about products  I can evaluate my own projects, making simple judgements about my products and ideas against design criteria andsuggesting how my products could be improved. |
| **Cooking and nutrition** | Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food come from. | I am beginning to understand some of the tools and techniques and processes involved in food preparation  I can use senses and discuss experiences. | I know that all food comes from plants and animals.  I know how to name and sort foods into the five groups in the Eatwell Plate.  I can prepare some simple dishes (fruit) using techniques safely and with developing accuracy e.g. cutting and peeling.  I am beginning to use finishing techniques effectively (presentation). | I know that food has to be farmed, grown elsewhere or caught.  I know that everyone should eat at least five portions of fruit and vegetables every day.  I know how to prepare some simple dishes (salad) safely and hygienically without using a heat source using techniques accurately e.g. cutting, chopping, peeling and grating.  I can explain what being hygienic means.  I can use finishing techniques effectively (presentation). |