**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 stableExplore 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 criteriaGenerate, 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 tasksSelect 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 unsafeI 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 productsEvaluate 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 aremade from• what I like and dislike about productsI 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 aremade from• what I like and dislike about productsI 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 dishesUnderstand where food come from. | I am beginning to understand some of the tools and techniques and processes involved in food preparationI 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). |