Design and Technology Progression Documents

Areas of Study	EYFS	Year 1	Year 2
Research/Developing ideas	**Early Years Statutory Framework (ELG):** ● ELG Speaking and Listening Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**National Curriculum:** Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design ● 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 Make	

	• I can talk with an adult about where I can see models and plans in the environment. • With support of an adult I can think about what I want to make, the processes that at may be involved and the materials/resources I might need. • I can construct with a purpose in mind, using a variety of resources.	• I can state what product I am designing and making. • I know whether a product is for myself or others. • I can describe what my product is for and how it will work. • I can begin to explore how I will make it appropriate for an intended user. • I can generate some simple ideas from experiences. • I can develop and communicate ideas by talking/drawing. • I can begin to explore materials, construction and templates. • I can use information and communication technology where appropriate.	• I can state what product I am designing and making. • I know whether a product is for themselves or others. • I can describe what my product is for and how it will work. • I can explain how I will make it appropriate for an intended user. • I can use simple design criteria to develop ideas. • I can generate a variety of ideas from experiences. • I can develop and communicate ideas by talking/drawing. • I can explore materials, construction and templates. • I can use information and communication technology where appropriate.
Planning of Production	**ELG: Self-Regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;	**National Curriculum:** • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
	• I can construct with a purpose in mind, using a variety of resources.	• I can select from a range of tools and equipment. • I can select from materials/components.	• I can select from a range of tools and equipment explaining their choice. • I can select from materials/components based on characteristics i.e. strong, bendy
Practical skills/Making	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	**National Curriculum:** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	

	ELG: Fine Motor Use a range of small tools, including scissors, paint brushes and cutlery		
	• I can join construction pieces together to build and balance. • I can select the tools and techniques needed to shape, assemble and join materials that i am using • I can begin to try out a range of tools and techniques safely. • I can learn skills and techniques associated with the things I am doing, for example, knowing how to stop paint dripping, or balancing bricks so that they will not fall down.	• I can assemble, join and combine materials/components. • I can use fixing materials i.e. glue, staples, tape, paper clips.	• I can use and make own templates/design • I can measure, mark and cut materials/components for use. • I can use fixing materials i.e. glue, staples, tape, paper clips.
Evaluation	**ELG Expressive Arts and Design** • **Share their creations, explaining the process they have used**	**National Curriculum:** • Evaluate their ideas and products against design criteria • Explore and evaluate a range of existing product	
	• I can see my own work within the classroom to enjoy, develop and refer to. • I can select appropriate resources and adapt work where necessary. • I can share my creation talking about the processes i have used.	• I can talk about my design ideas and what I want to make. • I can make judgements about my products/ideas against design criteria. • I can explore what products are, who they are for, how they are made and the materials used.	• I can give ways my product could be improved next time. • I can evaluate use of materials/components. • I can explore what products are, who they are for, how they are made and the materials used.
Breadth of study	**Development Matters:** **ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	**National Curriculum:** • 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.	

	• I can investigate various construction materials. • I can construct with a purpose in mind, using a variety of resources.	• I can understand the characteristics of materials/components. • I can understand the movement of simple mechanisms i.e. levers, sliders. • I can understand how structures can be made stronger, stiffer and more stable.	• I can understand the characteristics of materials/components. • I can understand the movement of simple mechanisms i.e. levers, sliders, wheels, axels. • I can understand technical vocabulary • I can understand how structures can be made stronger, stiffer and more stable.
Cooking (food preparation)	**ELG Managing Self:** • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG Fine Motor:** • Use a range of small tools, including scissors, paint brushes and cutlery	**National Curriculum:** Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.	
	• I can begin to recognise that food comes from plants/animals. • I can begin to understand what being healthy means. • I can begin to prepare dishes and learn simple cooking techniques i.e. chopping, cutting.	• I know where certain foods come from. • I can develop understanding that we should eat 5 portions of fruit/veg a day for a healthy, balanced diet. • I can prepare simple dishes safely and hygienically. • I can use techniques such as cutting, peeling, chopping.	• I know where certain foods come from. • I can develop an understanding that we should eat 5 portions of fruit/veg a day for a healthy, balanced diet. • I can begin to use appropriate equipment to weigh and measure ingredients. • I can prepare simple dishes safely and hygienically. • I can use techniques such as cutting, peeling, chopping.