

Progression in Design and Technology Disciplines

	Nursery I can...	Reception I can...	YEAR 1 I can...	YEAR 2 I can...	YEAR 3 I can...	
DESIGNING	- Begin to talk about what they would like to make. - Explore materials freely and choose resources for their own ideas.	- Say what they are going to make and who it is for. - Choose resources and tools for a simple purpose. - Share simple ideas through talking, drawing or making.	- Generate simple ideas for a product based on a design criteria. - Use pictures and words to explain what they want to make. - Select from a range of materials and components, including construction materials, textiles and ingredients. - Begin to make simple labelled drawings or mock-ups.	- Design purposeful, functional and appealing products for themselves and others. - Use research and discussion to develop design criteria. - Communicate ideas using drawings, labels, templates, mock-ups and ICT where appropriate. - Explain choices of materials, tools and components linked to the product purpose.	- Use research to inform design decisions and develop more detailed design criteria. - Create annotated sketches, prototypes, pattern pieces or computer-aided designs. - Consider function, appearance and the needs of the user when designing. - Make design decisions and explain how they meet the brief.	
	.	.	.	Composite Knowledge: By the end of Year 2 I can design purposeful, functional and appealing products for myself and others. I can use a range of tools, materials and techniques safely to make products. I can evaluate my ideas and products against design criteria and explain how they could be improved.	.	
MAKING	- Use one-handed tools and equipment with support, such as scissors, glue spreaders and rolling pins. - Join and combine materials in simple ways. - Begin to build, stack and construct with a range of resources.	- Use simple tools safely with increasing control. - Cut, tear, fold, join and build using a range of materials. - Follow a simple sequence to make a product. - Begin to adapt their work as they make.	- Use simple tools safely to cut, shape, join and finish. - Measure, mark out and cut materials with support. - Join materials using glue, tape, split pins, staples or simple stitches. - Follow a plan or verbal instructions to make a product.	- Select and use tools and equipment safely and accurately. - Measure, mark out, cut and shape materials with increasing independence. - Use joining techniques such as gluing, taping, stapling, sewing or slotting. - Finish products using appropriate techniques to improve appearance and function.	- Select suitable tools and equipment for practical tasks and use them accurately. - Measure, mark out, cut, shape, join and finish with increasing precision. - Use a wider range of construction and finishing techniques. - Work through a planned sequence, making changes when needed.	
	.	.	.	Composite Knowledge: By the end of Year 2 I can design purposeful, functional and appealing products for myself and others. I can use a range of tools, materials and techniques safely to make products. I can evaluate my ideas and products against design criteria and explain how they could be improved.	.	
EVALUATING	- Talk about what they have made. - Say what they like about their product. - Begin to notice if something works or does not work.	- Talk about their finished product and how they made it. - Say what worked well and what they might change. - Begin to compare their product to their original idea.	- Talk about existing products and say what they are used for. - Say what they like and dislike about their own and others' products. - Check whether their product meets a simple design criteria. - Suggest one improvement.	- Explore and evaluate a range of existing products. - Evaluate their ideas and finished products against design criteria. - Identify strengths and areas for improvement. - Explain how their product is suitable for its user and purpose.	- Investigate and analyse existing products in greater detail. - Evaluate their own work and the work of others against design criteria. - Suggest improvements based on testing and user feedback. - Explain how changes could improve function or appearance.	
	.	.	.	Composite Knowledge: By the end of Year 2 I can design purposeful, functional and appealing products for myself and others. I can use a range of tools, materials and techniques safely to make products. I can evaluate my ideas and products against design criteria and explain how they could be improved.	.	
TECHNICAL KNOWLEDGE	- Explore how things move, balance, stack and join. - Begin to use construction kits and loose parts to make simple structures.	- Build simple structures, exploring how they can be made stronger or more stable. - Explore simple mechanisms, such as flaps, sliders, wheels and axles through play. - Notice how different materials feel and behave.	- Build structures and explore how they can be made stronger, stiffer and more stable. - Explore and use simple mechanisms, such as sliders, levers, wheels and axles. - Know that materials can be joined in different ways. - Begin to use correct vocabulary for tools, materials and mechanisms.	- Use technical knowledge to make structures stronger, stiffer and more stable. - Explore and use mechanisms such as levers, sliders, wheels and axles in products. - Choose joining and finishing techniques based on the materials being used. - Explain how a simple product works.	- Apply understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use mechanical systems such as levers, linkages, pneumatic systems or gears. - Begin to understand simple electrical systems where appropriate. - Use technical vocabulary accurately when explaining how products work.	
	.	.	.	Composite Knowledge: By the end of Year 2 I can design purposeful, functional and appealing products for myself and others.	.	

				I can use a range of tools, materials and techniques safely to make products. I can evaluate my ideas and products against design criteria and explain how they could be improved.		
COOKING AND NUTRITION	- Explore different foods using the senses. - Begin to name familiar fruits and vegetables. - Help with simple food preparation, such as mixing or spreading.	- Name and taste a range of familiar fruits and vegetables. - Begin to talk about healthy choices. - Use simple food preparation tools safely with support. - Follow simple hygiene routines, such as washing hands before preparing food.	- Know where some food comes from, such as plants or animals. - Use basic principles of a healthy and varied diet to prepare simple dishes. - Use simple techniques such as peeling, chopping, slicing, mixing and spreading with support. - Follow food hygiene and safety rules.	- Understand where a wider range of food comes from. - Prepare simple dishes using a range of techniques safely and hygienically. - Describe what makes a balanced and varied diet. - Evaluate food products using taste, texture, smell and appearance.	- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. - Prepare and cook simple savoury dishes using a range of techniques. - Follow hygiene and safety procedures independently. - Evaluate dishes and suggest improvements.	
				Composite Knowledge: By the end of Year 2 I can design purposeful, functional and appealing products for myself and others. I can use a range of tools, materials and techniques safely to make products. I can evaluate my ideas and products against design criteria and explain how they could be improved.		
SUBSTANTIVE THEORETICAL KNOWLEDGE	- Begin to notice objects and products in the classroom and wider environment. - Practise using simple design and making vocabulary.	- Look at products and talk about what they are for. - Begin to know that products are designed and made by people. - Use words such as join, cut, fold, build and make.	- Know that designers, engineers, chefs and makers create products for a purpose. - Talk about who a product is for and how it is used. - Use appropriate vocabulary to describe tools, materials and processes.	- Know about a range of designers, engineers, chefs and products. - Describe similarities and differences between products and explain how they meet a need. - Make links between existing products and their own designs. - Use DT vocabulary with increasing confidence.	- Research influential designers, engineers, architects, chefs or inventors. - Explain how products have been designed for users, contexts and purposes. - Use knowledge of existing products to inform design decisions. - Use subject-specific vocabulary accurately.	
				Composite Knowledge: By the end of Year 2 I will know about a range of designers, makers, engineers and chefs. I can describe how products are designed for a user and purpose and use this knowledge to help me design and make my own products.		