

KS1 progression of Design and Technology skills for expected level.

National curriculum	Year 1	Year 2
<p>Design</p> <p>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	Design purposeful/appealing products for themselves/another person based on their own design criteria.	Design products that have a clear purpose and an intended user (children will be able to design and label a product that fits the requirements e.g. It must be _____ tall, it must include _____.)
♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Children will be able to design with a clear purpose. E.g. designing a pulley that moves up and down.	Plan drawn and labelled in sketch books for lessons.
<p>Make: Practical skills</p> <p>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<ul style="list-style-type: none"> • Make products, refining the design as work progresses (prompted by adult). • Demonstrate a range of cutting techniques e.g. ripping/cutting/chopping. • Demonstrate a range of joining techniques e.g. sellotape/glue and cut materials safely using tools provided. <p>Choose suitable techniques to construct products – When questioned, children will be able to tell you the tool they need to use to create what they're making e.g. I need scissors so I can cut this.</p>	<ul style="list-style-type: none"> • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. • Choose suitable techniques to construct products. When questioned, children will be able to tell you the tool they need to use to create what they're making e.g. I need scissors so I can cut this. • Cut materials safely using tools provided. • Make products, refining the design as work progresses.
♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<p>Given the option of choosing materials to create a set idea e.g. create an aeroplane, children will select appropriate materials that could be used.</p> <p>O Construction materials - junk modelling materials e.g. cardboard/plastic/card etc. - construction sets</p> <p>O Textiles - adding materials/collage materials</p>	<p>Given a choice of materials, children will be able to select the most appropriate ones for their designs explaining why based on their characteristics.</p> <p>Children will be able to select materials from a selection to help them make their design more appealing.</p>
Resources	using tape/glue/scissors/rolling paper/adding paper or card to products	Using stapler/masking tape/hole puncher/glue and using tools in different ways e.g. curling paper.
<p>Evaluate</p> <p>♣ explore and evaluate a range of existing products</p>	Have things in the environment for children to explore/improve.	Children will be able to design based on existing things.
Design through History	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. 	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs.

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	<ul style="list-style-type: none"> Suggest improvements to existing designs (prompted by adult). <p>Explore how products have been created.</p>	Explore how products have been created.
♣ evaluate their ideas and products against design criteria	Simple evaluation with faces.	Self-assessment after each piece of finished DT based on 'Remember to'
Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable	Through discussion with an adult or peers, children will be able to create a stronger structure using resources in the environment.	Children will be able to give an idea as an evaluation to how they could make a structure stiffer/more stable, they can then try and evaluate it.
♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Children will have access to exploring and using mechanisms constantly in the environment.	Both having resources available in the classroom e.g construction tool kit in addition to planned for activities e.g. sliders for the Great Fire of London art work/using a pulley to create a pirate flag etc.
Cooking and nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes	3 planned for cooking tasks at set level planned for throughout the year.	3 planned for cooking tasks at set level planned for throughout the year.
Practical cooking skills	<ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients. 	<ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients.
♣ Understand where food comes from.	Children will have a basic understanding of where food comes from.	Children will explore this through science: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.