

Design and Technology Key Stage 1 Curriculum Subject Skills Progression

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Nurture – By nurturing their creative minds, we encourage all children to learn how to take risks with design and technology, becoming resourceful and imaginative pupils. Our hope is that by nurturing different ideas, needs and wants, to meet a design brief, this will improve their skills as well as their confidence to work independently.

Cherish – We are surrounded by the results of design and technology, of historical and conventional value. We encourage all children to appreciate and admire them, often from global inventions and ideas from different cultures. During their school career, children learn that resources, including food, are to be protected and respected by all who use them (in the classroom and on a global scale).

Shine – Through evaluation of their own and others work, including design and technology in the past, children develop critique skills, and learn how to use these effectively to improve designs. Children have the opportunity to showcase their design and technology products individually or as part of a group. Extra Design and Technology 'days' in addition to the planned curriculum give opportunities for all children to shine.

Flourish – As teachers we motivate all children to flourish as enterprising and capable citizens. We inspire children by showcasing important developments in design and technology, allowing them to choose and follow their own choices. We inspire children to have confidence to ask questions, be ambitious and draw on their associated knowledge of STEM subjects to allow them to flourish.

Skill	EYFS: Early Learning Goal	Year 1	Year 2	End of Key Stage expectations	Vocabulary
Design	They handle equipment and tools effectively, including pencils for writing.	I use my own ideas to make something.	I use my own ideas to make something for another user.	Design purposeful, functional, appealing products for themselves and other users based on design criteria	idea, design, plan, develop, explain,
	They safely use and explore a variety of materials, tools and	I describe how something works.	I think of an idea and plan what to do next.	Generate, develop, model and communicate their	

	<p>techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p>	<p>I explain to someone else how I want to make my product.</p> <p>I make a simple plan before making.</p>		<p>ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	
Make		<p>I choose appropriate resources and tools.</p> <p>I can follow instructions to join materials in different ways.</p>	<p>I choose tools and explain why I have chosen them.</p> <p>I measure materials to use in a product or structure.</p> <p>I join materials and components in different ways.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>cut, join, shape, finish, tools, resources, equipment, construct,</p>
		<p>I choose materials to match my ideas.</p>	<p>I choose materials and explain why I have chosen them.</p>	<p>Select from and use a wide range of construction materials, according to their characteristics</p>	
		<p>I choose textiles to match my ideas.</p>	<p>I explain why I have chosen specific textiles.</p>	<p>Select from and use a wide range of textiles, according to their characteristics</p>	
		<p>I describe how I think something works.</p>	<p>I explore a product and explain how it may work.</p>	<p>Explore and evaluate a range of existing products</p>	
Evaluate	<p>I can talk about my work.</p>	<p>I explain what went well with my work.</p>	<p>Evaluate their ideas and products against design criteria</p>		

Technical Knowledge	I make my model stronger.	I join materials and components in different ways.	Build structures, exploring how they can be made stronger, stiffer and more stable	stable, lever, slider, axle, structure
	I make a product which moves.	I can make a product which moves, using different mechanisms.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Cooking and nutrition	I cut food safely.	I choose a specific tool for a select purpose.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	cut, chop, ingredients, healthy, balanced diet,
	I can use the ingredients I am given.	I describe the ingredients I am using.	Select from and use a wide range of ingredients, according to their characteristics	
	I choose healthy ingredients to use.	I choose ingredients for a balanced diet.	Use the basic principles of a healthy and varied diet to prepare dishes	
	I understand that food can be grown.	I understand that meat comes from animals.	Understand where food comes from.	