Design Technology Progression Document
The Horsell Village School

	Reception	Year 1	Year 2
Design			
Knowledge			
	Look closely at similarities, differences, patterns and change. Explain what they are making and which materials they are using. Select materials from a limited range that will meet a simple design criteria e.g. shiny. Select and name the tools needed to work the materials e.g. scissors for paper.	Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story-based). • describe what their products are for • use simple design criteria to help develop their ideas	Think of own ideas for design through discussion, observation, drawing and modelling. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story-based). • describe what their products are for and how they work • say how they will make their products suitable for their intended users
Skills			
	Observational skills Explore ideas by rearranging materials. Describe simple models or drawings of ideas and intentions. Discuss their work as it progresses.	• generate ideas by drawing on their own experiences • use knowledge of existing products to help come up with ideas • develop and communicate ideas by talking and drawing or ICT use	• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups • model ideas by exploring materials, components and construction kits and by making templates and mock-ups
Make			
Knowledge			

	Begin to create their design using basic techniques. Start to build structures, joining components together. Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.	Explain what is being made and why. Select appropriate tools and equipment for the purpose. Begin to make their design using appropriate techniques. Begin to 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.	Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used. • plan by suggesting what to do next
Skills			
	Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. Explore using/ holding basic tools such as a saw or hammer. Use adhesives to join material.	With help measure, mark out, cut and shape a range of materials. Explore using tools *e.g. scissors and a hole punch* safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Follow procedures for hygiene and safety	• follow procedures for safety and hygiene • measure, mark out, cut and shape materials and components • use finishing techniques, including those from art and design Begin to make their design using appropriate techniques. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable - assemble, join and combine materials and components. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Evaluate			
Knowledge			
	Ask questions about why things happen and how things work. Say what they like and do not like about items they have made and attempt to say why. Begin to talk about their designs as they develop and identify good and bad points.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about the products and why.	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.

Skills			
	Start to talk about changes made during the making process. Discuss how closely their finished products meet their design criteria.	Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make	Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.
Technical Knowledge			
Knowledge			
	Select the tools and techniques they need to shape, assemble and join materials they are using.	• know about the simple characteristics of materials and components • know the correct technical vocabulary for the projects they are undertaking • that a 3D textiles product can be assembled from two identical fabric shapes using different joining techniques (gluing, stapling, sewing)	• know about the movement of simple mechanisms: levers, sliders, wheels and axels • explore how free standing structures can be made stronger, stiffer and more stable • know the correct technical vocabulary for the projects they are undertaking
Skills		build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, such as levers, sliders, wheels or axles within their products	build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, such as levers, sliders, wheels or axles within their products
Food and Nutrition			
Knowledge			
	Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables. Start to think about the need for a variety of foods in a diet.	Year 1 children should know: • begin to understand that all food comes from plants or animals that everyone should eat at least five portions of fruit and vegetables every day Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.	Year 2 children should know: • that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in the Eatwell Guide Know that everyone should eat at least five portions of fruit and vegetables every day.

		Start to understand how to name and sort foods into the five groups in 'The Eat well plate'	
Skills			
	Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Measure and weigh food items, non statutory measures e.g. spoons, cups.	Year 1 children should know: • how to use techniques such as cutting, spreading and peeling. • begin to prepare simple dishes safely and hygienically, without using a heat source	Year 2 children should know: • demonstrate the use of techniques such as cutting, peeling and grating • how to prepare simple dishes safely and hygienically, without using a heat source •

.