



## Woolston Infant School DT - Progression of Skills

Type of Skill	EYFS	Year 1	Year 2
<b>Design</b>	<ul style="list-style-type: none"> <li>represent own ideas and thoughts through design</li> </ul>	<ul style="list-style-type: none"> <li>to draw on their own experience to help generate ideas</li> </ul>	<ul style="list-style-type: none"> <li>generate ideas by drawing on their own and other people's experiences</li> </ul>
	<ul style="list-style-type: none"> <li>manipulate materials to achieve a planned effect and construct with a purpose in mind</li> </ul>	<ul style="list-style-type: none"> <li>to identify a target group for what they intend to design and explain what they are going to do</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>
	<ul style="list-style-type: none"> <li>experiment with design and function, use representations to communicate, list materials they might need</li> </ul>	<ul style="list-style-type: none"> <li>to make simple drawings and label parts and design products that have a purpose and intended user</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>know about similarities and differences in relation to materials</li> </ul>	<ul style="list-style-type: none"> <li>begin to select tools and materials; use vocabulary to name and describe them</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing</li> </ul>
	<ul style="list-style-type: none"> <li>safely use and explore a variety of materials, tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>
	<ul style="list-style-type: none"> <li>select tools and techniques needed to shape, assemble and join materials they are using</li> </ul>	<ul style="list-style-type: none"> <li>to assemble, join and combine materials and components together using a variety of temporary methods glues or masking tape</li> </ul>	<ul style="list-style-type: none"> <li>to assemble, join and combine materials in order to make a product</li> </ul>



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<b>Evaluate</b>	<ul style="list-style-type: none"> <li>select appropriate resources and adapts work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their ideas and products against design criteria</li> </ul>
	<ul style="list-style-type: none"> <li>identify likes and dislikes of the design</li> <li>begin to suggest improvement to existing design</li> </ul>	<ul style="list-style-type: none"> <li>identifying strengths and possible changes they might make</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul>
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> </ul>	<ul style="list-style-type: none"> <li>explore and use mechanisms (levers, sliders), in their products</li> </ul>	<ul style="list-style-type: none"> <li>explore and use mechanisms (wheels and axles) in their products</li> </ul>
	<ul style="list-style-type: none"> <li>begin to select materials with appropriate properties for purpose</li> </ul>	<ul style="list-style-type: none"> <li>to find ways of how materials can be strengthened to create more useful properties</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>to understand how materials can be combined and mixed to create more useful properties, for example, using cardboard triangles on the corners of a wooden framework to strengthen it</li> </ul>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>begin to take part in preparing food</li> </ul>	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>
	<ul style="list-style-type: none"> <li>explore nutrition through food activities and understand need for variety in food</li> </ul>	<ul style="list-style-type: none"> <li>understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>understand where food comes from</li> </ul>
	<ul style="list-style-type: none"> <li>begin to recognise the types of food and where it come from</li> </ul>	<ul style="list-style-type: none"> <li>name and sort food into food groups, prepare simple healthy dishes</li> </ul>	<ul style="list-style-type: none"> <li>understand the importance of healthy diet, prepare a range of simple dishes</li> </ul>