



Progression of skills

Subject: DT

Curriculum Leader: Holly Burden

Skills	Reception	Year 1	Year 2
Design	<ul style="list-style-type: none"> • Explore designing a range of models/ structures • Begin to communicate their ideas verbally to an adult 	<ul style="list-style-type: none"> • Design products for a variety of purposes and explain their ideas • Make a drawing of their design and label the parts • Explain their intentions to an adult and adapt their design if needed • Verbally evaluate their design against their finished product 	<ul style="list-style-type: none"> • Design products for a variety of purposes using a design criteria and confidently communicate their ideas/ decisions • Make a drawing of their design ideas, label parts and describe their plan • Develop their design ideas through discussion, observation, drawing and modelling, adapting their design if necessary • Explain and evaluate their design against their finished product
Make	<ul style="list-style-type: none"> • Explore making a range of models/ structures using a variety of materials e.g 	<ul style="list-style-type: none"> • Create products using a range of materials e.g 	<ul style="list-style-type: none"> • Create products using a range of materials e.g textiles, construction,

	<p>construction, recycled objects, clay, salt sough</p> <ul style="list-style-type: none"> • Experiment with using tools safely to make a structure • Explore different techniques for joining materials e.g tape, glue 	<p>textiles, construction, recycled materials</p> <ul style="list-style-type: none"> • Use a variety of tools and equipment safely to make a product • Use different tools to carry out tasks such as cutting, joining, shaping and finishing 	<p>recycled materials and explain why some materials will or will not work</p> <ul style="list-style-type: none"> • Select and use a variety of tools and equipment safely to make a product • Select and use the appropriate tools to carry out tasks such as cutting, joining, shaping and finishing
Evaluate	<ul style="list-style-type: none"> • Explore a range of existing products • Share their creation with adults and peers and begin to explain the process they have used 	<ul style="list-style-type: none"> • Explore and talk about existing products and begin to explain what does and does not work well • Talk about their product and discuss what went well/ what they would do differently, explaining the process they have used 	<ul style="list-style-type: none"> • Discuss existing products, communicate what works well and why • Compare their finished product to their design criteria, discussing what went well, as well as how, why and if they would do anything differently
Technical Knowledge	<ul style="list-style-type: none"> • Explore a range of tools and equipment, learning how to handle them safely • Begin to select the tools and techniques they need to assemble materials 	<ul style="list-style-type: none"> • Explore ways to make a structure stronger, stiffer and more stable using a range of tools • Explore and use mechanisms in their products e.g levers and sliders 	<ul style="list-style-type: none"> • Select and use tools to make a structure stronger, stiffer and more stable • Select and use mechanisms in their products e.g wheels and axels

Cooking and Nutrition	<ul style="list-style-type: none">• Name some healthy food• Taste a range of food, beginning to describe the taste and texture	<ul style="list-style-type: none">• Learn about and name a range of healthy food• Describe the taste and texture of a range of food• Learn about where food comes from	<ul style="list-style-type: none">• Explain the basic principles of a healthy diet• Prepare a range of healthy dishes to try, describing their taste and texture in detail• Explain where food comes from
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