

**PROGRESSION IN DESIGN TECHNOLOGY**

Date	Review Date	Subject Leader	
January 2020	August 2020	Beth Eades	
This document aims to give guidance on the progression of Design Technology knowledge and skills across the year groups.			
	UFS	Year 1	Year 2
<p><b>Developing, planning and communicating ideas.</b></p>	<p><b>Expressive arts and design: Early Learning Goal:</b> 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>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>
<p><b>Working with tools, equipment, materials and components to</b></p>	<p><b>Exploring using media and materials: Early Learning Goal:</b> They safely use and explore a variety of materials, tools and techniques,</p>	<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p>	<p>Begin to select tools and materials; use vocab' to name and describe them.</p>

<p><b>make quality products (inc food)</b></p>	<p>experimenting with colour, design, texture, form and function.</p>	<p>Use tools eg scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the appearance of their product</p>	<p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques</p>
<p><b>Evaluating processes and products</b></p>		<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>

		Evaluate their product by asking questions about what they have made and how they have gone about it.	Talk about their ideas, saying what they like and dislike about them.
<b>Vocabulary</b>	<u>Construction</u> Make, cut, join, strong  <u>Food</u> Ingredients, healthy, cook, taste	<u>Construction</u> cut, join, moving picture, mechanism, lever slider, pivot, construct, structure  <u>Food</u> ingredients, healthy, chopping board, hygiene, chef  <u>Textiles</u> textiles, needle, thread, pin	<u>Construction</u> cut, join, moving picture, mechanism, lever slider, pivot, construct, structure, stable  <u>Food</u> ingredients, healthy, chopping board, hygiene, chef, nutritious, balanced, appealing  <u>Textiles</u> textiles, needle, thread, pin, pattern piece, applique