SKILLS PROGRESSION: Design and Technology

	EYFS	YEAR 1	YEAR 2	YEAR 3
Strand	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills	The National Curriculum for design and technology aims to ensure that all pupils should be taught to: ● Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ● Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ● Critique, evaluate and test their ideas and products and the work of others ● Understand and apply the principles of nutrition and learn how to cook		
Design	Explore different materials freely in order to develop their ideas about how to use them and what to make, 3-4 years. Develop their own ideas and then decide which materials to use to express them, 3-4 years.	Create simple designs for a product. Use pictures and words to describe what he/she wants to do.	Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate,	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches,

	Create collaboratively sharing ideas, resources and skills, (Reception). Confidently and safely, use a range of small and large apparatus indoors and outside, alone and in a group, (Reception). Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, (ELG).		information and communication technology.	cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make	Develop their own ideas and then decide which materials to use to express them, (3-4 years). Join different materials and explore different textures, 3-4 years. Create collaboratively sharing ideas, resources and skills, (Reception). Confidently and safely, use a range of small and large apparatus indoors and outside, alone and in a group, (Reception).	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Use a range of simple tools to cut, join and combine materials and components safely.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, (ELG).			
Evaluate	Return to and build on their previous learning, refining ideas and developing their ability to represent them, (Reception). Create collaboratively sharing ideas, resources and skills, (Reception). Use talk to work out problems and organise thinking and activities, explain how things work and why they might happen, (Reception). Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, (ELG). Share their creations, explaining the process they have used, (ELG).	Ask simple questions about existing products and those that he/she has made.	Evaluate and assess existing products and those that he/she has made using design criteria.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge	Use the right resources to carry out their own plan e.g. choosing a large spade to make a big hole, (3-4 year olds). Use one handed tools and equipment, (3-4 year olds) Create collaboratively sharing ideas, resources and skills, (Reception). Develop their small motor skills so that they can use a range of tools competently, safely and confidently, (Reception). Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, (ELG).	Build structures, exploring how they can be made stronger, stiffer and more stable. Use levers, sliders, wheels and axles in products.	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition	Make healthy choices about food and drink, (3-4 year olds).	Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown. Use simple tools with help to prepare food safely.	Understand the need for a variety of food in diet. Understand that all food has to be farmed, grown or caught. Use wider range of cookery techniques to prepare food safely.	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.