

### DT Progression of Skills

<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Developing, planning and communicating ideas</b>	<p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Make based on a design.</p>	<p>Begin to draw on their own experience to help generate ideas and conduct research.</p> <p>Start to suggest ideas and explain what they are going to do</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Make based on a design criteria.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through research, discussion, observation, drawing and modelling.</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p> <p>Make templates and mock ups of their ideas in card and paper or using IC</p> <p>Make based on a design criteria.</p>
<b>Evaluating processes and products</b>	<p>Say what they like and don't like about their product and explain why.</p>	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products</p>

	<p>Identify what they might change in their product or develop in their future work.</p>	<p>When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>explain what they like and dislike about products and why. 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.</p>
<p><b>Working with tools, equipment, materials and components to make quality products</b></p>	<p>Begin to make their design, Begin to build structures, exploring how they can be made stronger, stiffer and more stable. With help mark out, cut and shape a range of materials. Fold, cut, tear paper and card</p>	<p>Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Learn to use hand tools safely and appropriately. Demonstrate a range of cutting and shaping</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. Learn to use hand tools safely and appropriately.</p>

	<p>Explore using tools safely.</p> <p>Begin to assemble, join and combine materials and components together.</p>	<p>techniques such as tearing, cutting, folding and curling (paper, card, fabric, wood).</p> <p>Begin to explore joining techniques such as gluing and taping.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>With help measure or gage and mark out lines.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>Cut with some accuracy. (Paper, card, fabric, wood).</p> <p>Join and combine materials in order to make a product by gluing, taping or creating hinges.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Measure or gage and mark out lines.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>Use basic sewing techniques.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>
--	--	--	---

<p><b>Food and Nutrition</b></p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Start to understand how to sort foods healthy and unhealthy.</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Begin to understand the importance of hygiene.</p> <p>Practice techniques such as cutting, stirring, mashing, spreading.</p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>
----------------------------------	--	--	---

			Measure or weigh using cups or electronic scales.
--	--	--	---