



Progression in Design and Technology

	FS 1	FS 2	Year 1	Year 2
Create Design, make, evaluate	Expressive Arts and Design World end point: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories		National Curriculum end point: Through a variety of creative and practical activities children will have the knowledge and understanding of skills needed in their design and making Children will design and make products for a range of real-life contexts such as home, school, gardens and playgrounds	
	<ul style="list-style-type: none"> Experiments with ways to enclose a space, and create shapes Uses 3D and 2D structures to explore materials and/or to express ideas Use tools for a purpose, introducing new skills e.g. Sellotape dispenser, glue spatula, using scissors <p>Learning linked to the importance of healthy food choices is found in PSED, Managing Self</p> <ul style="list-style-type: none"> Eat a healthy range of foodstuffs and understand the need for variety in food Describe a range of food textures and tastes noticing changes when they are combined or exposed to hot and cold temperatures 	<ul style="list-style-type: none"> Use their knowledge and understanding to explore their interests and develop their thinking e.g. children return to their creations to make improvements from their own ideas, the grown-ups or peers <p>Learning linked to the importance of healthy food choices is found in PSED, Managing Self</p> <ul style="list-style-type: none"> Eat a healthy range of foodstuffs and understand the need for variety in food Describe a range of food textures and tastes noticing changes when they are combined or exposed to hot and cold temperatures 	<ul style="list-style-type: none"> Design purposeful, functional appealing productions for themselves and other users based on design criteria Choose appropriate tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Choose appropriate materials and components, including construction materials, textiles and ingredients e.g. choosing plastic to make a waterproof object Evaluate a range of existing products Evaluate their own products and talk about success and improvements Use basic principles of a healthy and varied diet to prepare dishes Begin to gain an understanding of where food comes from 	<ul style="list-style-type: none"> Design purposeful, functional appealing productions for themselves and other users based on design criteria and recorded in words and pictures Choose appropriate tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Choose appropriate materials and components, including construction materials, textiles and ingredients e.g. choosing a sturdy cardboard shoe box to make a castle Evaluate their ideas and products against design criteria Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from
Technical Knowledge	Expressive Arts and Design end point: Share their creations, explaining the process they have used		National Curriculum end point: Children engage in a variety of creative and practical activities which encourage them to work in a methodical process	
	<ul style="list-style-type: none"> Use various construction materials, for example joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. 	<ul style="list-style-type: none"> Use their knowledge and understanding of tools and materials to create for a range of purposes Children explain how they have created their work discussing resources, tools and processes e.g. "I made a jet pack, my bottles are the gas cylinders and I used Sellotape to stick them on" 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking and drawing When appropriate, use information and communication technology to explore different techniques e.g. using YouTube to model and explain how to make a pop-up card Build structures, exploring how they can be made stronger, stiffer and more stable e.g. using planks and crates outside Explore and use mechanisms such as levers and sliders in their products 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups When appropriate, information and communication technology to be used to explore different products and techniques e.g. using YouTube to model and explain how to make a split pin decoration Build structures, exploring how they can be made stronger, stiffer and more stable e.g. bridge building, using triangle shapes to make something sturdy Explore and use mechanisms such as wheels and axles in their products

