Longmoor Primary School

Design and Technology Progression of Skills

	EYFS	Key Stage 1	Key Stage 2
Designing	EYFS design and technology experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.	Children will begin to work confidently within a range of contexts. They will be able to state what products they are designing and making and identify whether their products are for themselves or other users. They will learn to describe what their products are for and say how their products will work. Children will explain how they will make their products suitable for their intended users and use simple design criteria to help develop their ideas. They will then generate ideas by drawing on their own experiences and use knowledge of existing products to help come up with ideas. They can develop and communicate ideas by talking and drawing. They will first model ideas by exploring materials, components and construction kits and by making templates and mock-ups. When needed, they will start to use information and communication technology to develop and communicate their ideas	Children will work confidently within a range of contexts. They will be able to describe the purpose of their products and indicate the key design features of their products that will appeal to intended users. Children will explain how particular parts of their products work. They will develop research skills to carry out research tasks, using surveys, interviews, questionnaires and web-based resources. They will be able to identify the needs, wants, preferences and values of particular individuals and groups. Children will share and clarify ideas through discussion. They will first model their ideas using prototypes and pattern pieces. Then, they can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. When needed, they can competently use computer-aided design to develop and communicate their ideas.
Making		Children will begin to plan by suggesting what to do next. They can select from a range of tools and equipment, explaining their choices and also select from a range of materials and components according to their characteristics. follow procedures for safety and hygiene. They will be able to use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. With these materials, they	Children will be able to competently select tools and equipment suitable for the task and then explain their choice of tools and equipment in relation to the skills and techniques they will be using. They will also need to select materials and components suitable for the task and explain this according to functional properties and aesthetic qualities. They will then need to follow procedures for safety and hygiene with the materials and tools they are using. To further develop

		will start to measure, mark out, cut and shape materials and components ready to assemble, join and combine materials and components. To finish making, they will need to use finishing techniques, including those from art and design.	these making skills, the children will use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Children can then accurately measure, mark out, cut and shape materials and components in order to accurately assemble, join and combine materials and components and accurately apply a range of finishing techniques, including those from art and design.
Evaluating		Children will begin to talk about their design ideas and what they are making and make simple judgements about their products and ideas against design criteria. This will lead to making suggestions for how their products could be improved.	Children will be able to identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work. They will need to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make and evaluate their ideas and products against their original design specification.
Technical Knowledge		Children will learn about the simple working characteristics of materials and components. They will start to look at the movement of simple mechanisms such as levers, sliders, wheels and axles. They will identify how freestanding structures can be made stronger, stiffer and more stable.	Children will learn how to use knowledge from science to help design and make products that work. They will look at how to use understanding from mathematics to help design and make products that work. They will be able to identify that materials have both functional properties and aesthetic qualities. They will understand that materials can be combined and mixed to create more useful characteristics. They will learn that mechanical and electrical systems have an input, process and output. They will need to use the correct

			technical vocabulary for the projects they are undertaking.
Cooking and Nutrition		Children will be taught that all food comes from plants or animals and that food has to be farmed, grown elsewhere (e.g. home) or caught. Pupils will learn how to name and sort foods into the five groups in The Eatwell plate. They will see that everyone should eat at least five portions of fruit and vegetables every day. They will understand how to prepare simple dishes safely and hygienically, without using a heat source. They will begin to know how to use techniques such as cutting, peeling and grating.	Children will lean that food is either grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) or caught (such as fish) in either the UK, Europe or the wider world. They will learn how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. They will understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Ideas in connection with 'Design and Technology Progression Framework Design and Technology Association National Curriculum Expert Group for D&T' 2024.