

Design and Technology Progression
End of Year Expectations



	Nursery	EYFS	Year 1	Year 2
Design	<ul style="list-style-type: none"> Think about what they would like to make. 	<ul style="list-style-type: none"> Discuss what they would like to make. Start to discuss how they would make different things. 	<ul style="list-style-type: none"> Begin to draw on their own experience to help generate ideas. Develop their ideas through talk and begin to use drawings. Begin to understand the development of existing products: What they are for, how they work, materials used? Make templates and mock ups of their ideas in card and paper. 	<ul style="list-style-type: none"> Start to generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify a target group for what they intend to design and make based on a design criterion. Make templates and mock ups of their ideas using blocks, modelling materials or using ICT.
Make	<ul style="list-style-type: none"> Learn to construct. With some support, select appropriate resources. 	<ul style="list-style-type: none"> Learning to construct with a purpose in mind. Observing closely and replicate a structure. Select appropriate resources Use a range of tools including scissors, glue spreader, rolling pin and cutter. 	<ul style="list-style-type: none"> Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use levers, sliders in their products. With help measure, mark out, cut and shape a range of materials. Explore using tools stapler, tape dispenser and a hole punch safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Learn to use hand tools safely and appropriately. 	<ul style="list-style-type: none"> 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. Explore and use wheels and axles in their products. With help measure, cut and score with some accuracy. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to and use appropriate finishing techniques based on own ideas.
Evaluate	<ul style="list-style-type: none"> Identify if they like or dislike something. 	<ul style="list-style-type: none"> Opportunities to notice and discuss materials around them. Opportunities to discuss equipment safety. Opportunities to discuss appropriate use of senses Children should also learn to record their experiences by drawing or voice recording. 	<ul style="list-style-type: none"> Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). 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. 	<ul style="list-style-type: none"> Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products <u>as they are developed</u>, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.
Cooking and Nutrition	<ul style="list-style-type: none"> Children to experience making and tasting a range of food. 	<ul style="list-style-type: none"> Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake and then watching it rise while cooking. Children should practise stirring and spreading and pouring. 	<ul style="list-style-type: none"> Understand that all food comes from plants or animals. Identify meats, fruit and vegetables. Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, mixing. 	<ul style="list-style-type: none"> Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups. Demonstrate how to prepare simple dishes safely and hygienically, with and without using a heat source. Demonstrate how to use techniques as peeling and grating.

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Design and Technology Vocabulary Progression Across School

Nursery	EYFS	Year 1	Year 2
Join Build Longer Shorter Stirring Mixing Pouring Taste	Join Build Longer Shorter Lighter Stirring Mixing Pouring	Stronger Stiffer Cutting Evaluate	Stable Peeling Grating