



# YEAR 1 AND 2 DT PROGRESSION



<b>Designing</b> 	<ul style="list-style-type: none"><li>• work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local</li><li>• community, industry and the wider environment</li><li>• state what products they are designing and making</li><li>• say whether their products are for themselves or other users</li><li>• describe what their products are for say how their products will work</li><li>• say how they will make their products suitable for their intended users</li><li>• use simple design criteria to help develop their ideas</li><li>• generate ideas by drawing on their own experiences</li><li>• use knowledge of existing products to help come up with ideas</li><li>• develop and communicate ideas by talking and drawing</li><li>• model ideas by exploring materials, components and construction kits and by making templates and mockups</li><li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li></ul>
<b>Making</b> 	<ul style="list-style-type: none"><li>• select from a range of materials and components according to their characteristics</li><li>• follow procedures for safety and hygiene</li><li>• use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li><li>• measure, mark out, cut and shape materials and components</li><li>• assemble, join and combine materials and components</li><li>• use finishing techniques, including those from art and design</li></ul>
<b>Evaluating</b> 	<p>talk about their design ideas and what they are making</p> <ul style="list-style-type: none"><li>• make simple judgements about their products and ideas against design criteria</li><li>• what products are</li><li>• who products are for</li><li>• what products are for</li><li>• how products work</li><li>• how products are used</li><li>• where products might be used</li><li>• what materials products are made from</li><li>• what they like and dislike about products</li></ul>
<b>Technical knowledge</b> 	<ul style="list-style-type: none"><li>• about the simple working characteristics of materials and components</li><li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li><li>• how freestanding structures can be made stronger, stiffer and more stable</li></ul>
<b>Cooking and Nutrition</b> 	<ul style="list-style-type: none"><li>• that all food comes from plants or animals</li><li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li><li>• how to name and sort foods into the five groups in The eatwell plate</li><li>• that everyone should eat at least five portions of fruit and vegetables every day</li><li>• how to prepare simple dishes safely and hygienically, without using a heat source</li><li>• how to use techniques such as cutting, peeling and grating</li></ul>