



## Design and Technology Progression at St Michael's Nursery and Infant School

	EYFS	Year 1	Year 2
Design	<ul style="list-style-type: none"> <li>• Select appropriate resources</li> <li>• Use gestures, talking and arrangements of materials and components to show design</li> <li>• Use contexts set by the teacher and myself</li> <li>• Use language of designing and making (join, build, shape, longer, shorter, heavier etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Have own ideas</li> <li>• Explain what I want to do</li> <li>• Explain what my product is for, and how it will work</li> <li>• Use pictures and words to</li> <li>• Plan, begin to use models</li> <li>• Design a product for myself</li> <li>• Following design criteria</li> <li>• Research similar existing products</li> </ul>	<ul style="list-style-type: none"> <li>• Have own ideas and plan what to do next</li> <li>• Explain what I want to do and describe how I may do it</li> <li>• Plan purpose of product, how it will work and how it will be suitable for the user</li> <li>• Describe design using pictures, words, models, diagrams</li> <li>• Design products following design criteria for others</li> <li>• Choose best tools and materials, and explain choices</li> <li>• Use knowledge of existing products to produce idea</li> </ul>
Make	<ul style="list-style-type: none"> <li>• Construct with a purpose, using a variety of resources</li> <li>• Use simple tools and techniques</li> <li>• Build / construct with a wide range of objects</li> <li>• Select tools &amp; techniques to shape, assemble and join</li> <li>• Replicate structures with materials / components</li> <li>• Understand different media can be combined for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what I'm making and why</li> <li>• Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>• Measure, mark out, cut and shape, with support</li> <li>• Choose suitable materials and explain choices</li> <li>• Try to use finishing techniques to make product look good</li> <li>• Work in a safe and hygienic manner</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what I am making and why it fits the purpose</li> <li>• Make suggestions as to what I need to do next.</li> <li>• Join materials/components together in different ways</li> <li>• Measure, mark out, cut and shape materials and components, with support.</li> <li>• Describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics.</li> <li>• Use finishing techniques to make product look good</li> <li>• Work safely and hygienically</li> </ul>

<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Dismantle, examine, talk about existing objects/structures</li> <li>• Consider and manage some risks</li> <li>• Practise some appropriate safety measures independently</li> <li>• Talk about how things work</li> <li>• Look at similarities and differences between existing objects / materials / tools</li> <li>• Show an interest in technological toys</li> <li>• Describe textures</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about my work, linking it to what I was asked to do</li> <li>• Talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>• Talk about existing products, and say what is and isn't good</li> <li>• Talk about things that other people have made</li> <li>• Begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what went well, thinking about design criteria</li> <li>• Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</li> <li>• Evaluate how good existing products are</li> <li>• Talk about what I would do differently if I were to do it again and why</li> </ul>
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to measure and join materials, with some support</li> <li>• Suggest ways to make material/product stronger</li> <li>• Begin to use levers or slides</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to measure and join materials, with some support</li> <li>• Suggest ways to make material/product stronger</li> <li>• Use wheels and axis</li> </ul>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Begin to understand some food preparation tools, techniques and processes</li> <li>• Practise stirring, mixing, pouring, blending</li> <li>• Understand the importance of hand washing before food preparation.</li> <li>• Understand need for variety in food</li> <li>• Begin to understand that eating well contributes to good health</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that all food comes from plants or animals;</li> <li>• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li>• Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> </ul>	<ul style="list-style-type: none"> <li>• Explain where in the world different foods originate from;</li> <li>• Name and sort foods into the five groups in the Eatwell Guide;</li> <li>• Use what they know about the Eatwell Guide to design and prepare dishes.</li> </ul>