

Design Technology Skills Progression (v2, Jan 2022)	EYFS		Year 1		Year 2		END of Key Stage Expectations
<p><b><u>Design</u></b></p> <p>Designing - Understanding contexts, users and purposes</p> <p>Designing - Generating, developing, modelling and communication ideas</p> <p><b>6 strategies included:</b></p> <ul style="list-style-type: none"> <li>• Concrete examples</li> <li>• Dual coding</li> <li>• Elaboration</li> </ul>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>They represent their own ideas, thoughts and feelings through design and technology.</p> <p>Can use pictures to plan.</p>		<p>Can think of their own ideas.</p> <p>Can use pictures and words to plan.</p> <p>Can design a product following design criteria.</p> <p>Can explain what they want to do.</p> <p>Can describe their design by using pictures, model mock ups and words.</p>		<p>Can think of ideas and plan what to do next.</p> <p>Can choose the best tools and materials and give reasons why they are the most appropriate.</p> <p>Can describe their design by using pictures, diagrams, model mock ups, words and ICT.</p> <p>Can design a product for others following design criteria.</p>		<p><i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT.</i></p>
<p><b><u>Make</u></b></p> <p>Making - Planning</p> <p>Making - Practical skills and techniques</p> <p><b>6 strategies included:</b></p> <ul style="list-style-type: none"> <li>• Concrete examples</li> <li>• Interleaving</li> <li>• Spaced practice</li> </ul>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>They use and explore a variety of materials, tools and techniques.</p>		<p>Can explain what they are making and why.</p> <p>Can select tools and equipment to cut, shape, join and finish.</p> <p>Can choose the right materials and explain why they are using them.</p> <p>Can describe the tools I am using and why.</p>		<p>Can explain what I am using and why my audience will like it.</p> <p>Can join things together in different ways.</p> <p>Can choose materials and explain why they are being used depending on their characteristics.</p>		<p><i>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p>
<p><b><u>Evaluate</u></b></p> <p><b>6 strategies included:</b></p> <ul style="list-style-type: none"> <li>• Concrete examples</li> <li>• Dual coding</li> <li>• Elaboration</li> <li>• Interleaving</li> <li>• Retrieval practice</li> <li>• Spaced practice</li> </ul>	<p>Can talk about my own work.</p> <p>Can talk about existing products and say what is good and not so good about them.</p> <p>Selects appropriate resources and adapts work where necessary.</p>		<p>Can describe how existing products work.</p> <p>Can talk about my own work linked to what I was asked to do.</p> <p>Can talk about my own work and things that other people have done.</p>		<p>Can describe what went well with my work.</p> <p>Can evaluate what I would do differently if I did it again and why.</p> <p>Can judge my own work against the design criteria.</p>		<p><i>Explore and evaluate a range of existing products.</i></p> <p><i>Evaluate their ideas and products against design criteria.</i></p>