

## Sprowston Infant School -Design and Technology - EYFS/ KS1 Progression of Map

National Curriculum Programme of Study	EYFS	Year 1	Year 2	End of KS 1 Expectation
<b>Designing</b>				
Understanding contexts, users and purposes	30-50 months C&L Sp Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.	<ul style="list-style-type: none"> <li>•work confidently within a wider range of contexts,</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</li> </ul>	<ul style="list-style-type: none"> <li>•work confidently within a wider range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>•say whether their products are for themselves or other users and consider the needs/preferences of other users</li> <li>•say how they will make their products suitable for their intended users</li> <li>•say how their products will work</li> <li>•use simple design criteria to help develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>•work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local 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</li> <li>• 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> </ul>
Generating, developing, modelling and communicating ideas	30-50 months C&L Sp <ul style="list-style-type: none"> <li>•Uses talk to connect ideas, explain what is happening and anticipate what might happen next,</li> <li>•Questions why things happen and gives explanations. Asks who, what, when, how.</li> </ul> 40-60 months C&L Sp <ul style="list-style-type: none"> <li>•Uses talk to organise, sequence and clarify thinking, ideas, feelings</li> </ul>	<ul style="list-style-type: none"> <li>•generate ideas by drawing on their own experiences</li> <li>•develop and communicate ideas by talking and drawing</li> </ul>	<ul style="list-style-type: none"> <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 mock- ups</li> <li>• use information and communication technology, where appropriate, to develop and communicate</li> </ul>	generate ideas by drawing on their own experiences <ul style="list-style-type: none"> <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 mock- ups</li> <li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>

	and events. ELG They develop their own narratives and explanations by connecting ideas or events.		their ideas	
<b>Making</b>				
Planning		<ul style="list-style-type: none"> <li>• plan by suggesting what to do next</li> <li>• select from a range of tools and equipment, explaining their choices</li> </ul>	<ul style="list-style-type: none"> <li>• plan by suggesting what to do next independently</li> <li>• select from a range of materials and components according to their characteristics</li> </ul>	<p>plan by <i>suggesting what to do next</i></p> <ul style="list-style-type: none"> <li>• select from a range of tools and equipment, <i>explaining their choices</i></li> <li>• select from a range of materials and components according to their characteristics</li> </ul>
Practical skills and techniques	<p>30-50 months PD H&amp;S</p> <ul style="list-style-type: none"> <li>• Understands that equipment and tools have to be used safely</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p>30-50 months PD M&amp;H</p> <ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p>ELG</p> <p>handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <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>• cut and shape materials and components</li> </ul>	<ul style="list-style-type: none"> <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>	<p>follow procedures for safety and hygiene</p> <ul style="list-style-type: none"> <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>				
Own ideas and products		<ul style="list-style-type: none"> <li>•talk about their design ideas and what they are making</li> <li>•begin to suggest how their products could be improved</li> </ul>	<ul style="list-style-type: none"> <li>•make simple judgements about their products and ideas against design criteria</li> <li>•suggest how their products could be improved</li> </ul>	talk about their design ideas and what they are making <ul style="list-style-type: none"> <li>• make simple judgements about their products and ideas against design criteria</li> <li>•<i>suggest how their products could be improved</i></li> </ul>
Existing Products		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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               <ul style="list-style-type: none"> <li>• what they like and dislike about products</li> </ul> </li> </ul>
<b>Key events and individuals</b>			Not a requirement in KS 1	Not a requirement in KS 1
<b>Technical Knowledge</b>				
Making products work	30-50 months <ul style="list-style-type: none"> <li>•Talks about why things happen and how things work</li> </ul> ELG know about similarities and differences in relation to objects and materials.	<ul style="list-style-type: none"> <li>•about the simple workings of levers and sliders</li> <li>•how freestanding structures can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>•about the movement of simple mechanisms such as wheels and axles</li> <li>•about the simple working characteristics of materials and components</li> </ul>	about the simple working characteristics of materials and components <ul style="list-style-type: none"> <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> <li>• <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i></li> <li>• <i>that food ingredients should be combined according to their sensory characteristics</i> <ul style="list-style-type: none"> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul> </li> </ul>
<b>Cooking and Nutrition</b>				

Where food comes from		<ul style="list-style-type: none"> <li>•that all food comes from plants or animals</li> </ul>	<ul style="list-style-type: none"> <li>•that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	<p>hat all food comes from plants or animals</p> <ul style="list-style-type: none"> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>
Food preparation cooking and nutrition	<p>40-60 months PD H&amp;S Eats a healthy range of foodstuffs and understands need for variety in food ELG know the importance for good health of a healthy diet,</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>•how to name and sort foods into the five groups in The Eatwell plate</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>	<p>how to name and sort foods into the five groups in The eatwell plate</p> <ul style="list-style-type: none"> <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>