



## Design & Technology EYFS/KS1 Mixed Aged Class Progression Document

	Designing	Making	Evaluating	Technical Knowledge	Cooking & Nutrition
	Year A- Year B-				See long term cookery plan
<b>End Points</b>	<ul style="list-style-type: none"> <li>pupils should design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>pupils can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>pupils can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>pupils can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>pupils can explore and evaluate a range of existing products</li> <li>pupils can evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>pupils can build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>pupils can explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas - identifying differences and similarities between past and present products</li> <li>talk about what they like and dislike about their work and that of others too</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components, construction and by making templates and mock ups</li> <li>use ICT where appropriate, to develop and communicate their ideas</li> <li>state what products they are designing and making, stating what their product is for and whether their products are for themselves or other users</li> <li>say how their product will work</li> <li>say how they will make their products suitable for their intended users</li> </ul>	<ul style="list-style-type: none"> <li>select and use a range of materials, tools and components, including construction, materials, textiles, and mechanical components, explaining their choices</li> <li>select from a range of materials and components according to their characteristics</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 learning</li> <li>begin to use research to design products</li> <li>follow the order of instructions</li> </ul>	<ul style="list-style-type: none"> <li>discuss what the finished products are and who or what they are for</li> <li>explain how finished products work and how or where they might be used</li> <li>explore what materials finished products are made from</li> <li>explore what they like and dislike about their products</li> <li>make appropriate verbal judgements about their products and ideas against design criteria</li> <li>suggest how the products and ideas of both their work and their peers work could be improved</li> </ul>	<ul style="list-style-type: none"> <li>understand how freestanding structures can be made stronger, stiffer and more stable</li> <li>know that textile products can be assembled from two identical fabric shapes</li> <li>understand about the simple working characteristics of materials and components</li> <li>identify the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>use correct technical vocabulary for the projects they are undertaking</li> <li>know the features of the historical artifacts and buildings their work will be inspired by</li> <li>learn and understand the importance of safety and hygiene guidelines and rules</li> </ul>	<ul style="list-style-type: none"> <li>know how to use techniques such as cutting, peeling, grating</li> <li>know how to prepare simple dishes safely and hygienically</li> <li>select and use a range of food ingredients, explaining their choices</li> <li>know that food has to be farmed, grown elsewhere (e.g. home, abroad) or caught name and sort foods into the five groups in the Eatwell Plate</li> <li>know that everyone should eat at least five portions of fruit and vegetables everyday</li> <li>know that all food comes from plants or animals</li> <li>know that food ingredients should be combined according to their sensory characteristics</li> <li>begin to use research to select ingredients</li> <li>begin to say likes and dislikes about flavours giving reasons and preferences</li> <li>copy the modelling of safe and hygienic use of tools and equipment</li> <li>follow the order of recipes with accuracy</li> </ul>

	<ul style="list-style-type: none"> <li>use simple design criteria to help develop their ideas</li> </ul>				
<b>Tools</b>					
<b>EYFS</b>	<ul style="list-style-type: none"> <li>talk about existing products and how these can help with what they will make</li> <li>create a simple plan with support to aid the making of their product</li> </ul>	<ul style="list-style-type: none"> <li>experiment to create different textures</li> <li>understands that different media can be combined to create new effects</li> <li>manipulate materials to achieve a planned effect</li> <li>constructs with a purpose in mind, using a variety of resources</li> <li>uses simple tools and techniques competently and appropriately</li> <li>selects appropriate resources and adapts work where necessary</li> <li>selects tools/techniques needed to shape, assemble and join materials they are using</li> </ul>	<ul style="list-style-type: none"> <li>begin to talk about their design and what they have made</li> <li>begin to talk about what they like and dislike about their work</li> <li>begin to say likes and dislikes about of foods they have made</li> <li>with support, talk about the quality of the product, (e.g. does it work?)</li> <li>complete evaluation form - with support</li> </ul>	<ul style="list-style-type: none"> <li>make observations and talk about changes</li> <li>understand about natural materials and junk modelling materials</li> </ul>	<ul style="list-style-type: none"> <li>talk about which ingredients will be used to make a particular item of food</li> <li>make a specific food (e.g. soup) by following ingredients and food hygiene / safety</li> <li>follow the order of recipes/instructions</li> <li>know about some healthy/unhealthy foods</li> <li>recall key ingredients for a particular food item (e.g. soup)</li> <li>aware of the importance of food hygiene, including hand washing and the appropriate method</li> <li>know certain foods (e.g. soups) can have different ingredients and flavours</li> <li>can sort/identify some healthy/unhealthy foods</li> </ul>
<b>Tools available</b>					