



Church Aston Infant School Design and Technology Progression

The World of Design and Technology	EYFS Pupils Should Be Taught To: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.	KS1 Pupils Should Be Taught To: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.
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	EYFS	Year 1	Year 2
Developing	Generate ideas with support relating to themes and own ideas.	Generate ideas and plan what to do next, based on their experience of working with materials and components	Generate ideas and recognise that their designs have to meet a range of different needs
Planning	Use pictures and words to describe what they want to do	Show that, with help, they can put their ideas into practice Select appropriate tools, techniques, and materials, explaining their choices	Make realistic plans for achieving their aims. Think ahead about the order of their work, choosing appropriate tools, equipment, materials, components, and techniques
Communicating	Share their creations, explaining how they made them and what they used	Use models, pictures, and words to describe their designs	Clarify ideas when asked and use words, labelled sketches, and models to communicate the details of their designs
Producing Results	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Explain what they are making and which tools they are using. They use tools and materials with help, where needed Use tools and assemble, join, and combine materials and components in a variety of ways	Use tools and equipment with some accuracy to cut and shape materials and to put together components
Evaluating Products and Processes	Talk about what they have made, how it works, what it is for.	Talk about their own and other people's work in simple terms and describe how a product works	Recognise what they have done well as their work progresses, and suggest things they could do better in the future