



## Key Stage 1 Design and Technology Progression of Knowledge & Skills



| National Curriculum  | Progression of Knowledge and Skills  |
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| <p><b>Design</b><br/>design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> | <p><b>Design for Manufacture:</b></p>  |
|  | <p><u><b>Cycle A</b></u></p> <ul style="list-style-type: none"> <li>• I can generate ideas by drawing on my own experiences.</li> <li>• I understand the development of existing products: What they are for, how they work, materials used.</li> <li>• I can begin to develop my design ideas through <b>discussion, observation, drawing and modelling.</b></li> <li>• I can identify a purpose for my product.</li> <li>• I understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>• I can develop my ideas through talk and drawings and label parts.</li> </ul>   |
|  | <p><u><b>Cycle B</b></u></p> <ul style="list-style-type: none"> <li>• I can begin to draw on my own experience to help generate ideas and research conducted on criteria.</li> <li>• I can start to suggest ideas and explain what I am going to do.</li> <li>• I understand how to identify a target group for what I intend to <b>design</b> and make based on a design <b>criteria.</b></li> <li>• I can begin to develop my ideas through talk and drawings.</li> <li>• I can make <b>templates</b> and mock ups of my ideas in card and paper or using ICT.</li> <li>• I can make links to properties of <b>materials</b> in science to consider if certain materials are appropriate.</li> </ul> |
|  | <p><b>Creative Risk:</b></p>   |
|  | <p><u><b>Cycle A</b></u></p> <ul style="list-style-type: none"> <li>• I can generate ideas by drawing on their own experiences.</li> <li>• I understand the development of existing products: What they are for, how they work, materials used.</li> <li>• I can begin to develop my design ideas through <b>discussion, observation, drawing and modelling.</b></li> <li>• I can identify a purpose for my product.</li> </ul>  |
|  | <p><u><b>Cycle B</b></u></p> <ul style="list-style-type: none"> <li>• I can start to suggest ideas and explain what they are going to do.</li> <li>• I can begin to develop my ideas through talk and drawings.</li> <li>• I can make <b>templates</b> and mock ups of my ideas in card and paper or using ICT.</li> <li>• I can make links to properties of <b>materials</b> in science to consider if certain materials are appropriate.</li> </ul>  |
|  | <p><b>Food:</b></p>  |
|  | <p><u><b>Cycle A</b></u></p> <ul style="list-style-type: none"> <li>• I understand that all food comes from <b>plants</b> or <b>animals.</b></li> <li>• I know that food has to be farmed, <b>grown</b> elsewhere (e.g. home) or caught.</li> <li>• I understand how to name and sort foods into the five groups in <b>'The Eat well plate'</b></li> <li>• I know that everyone should eat at least <b>five portions</b> of fruit and vegetables every day.</li> </ul>   |
|  | <p><u><b>Cycle B</b></u></p> <ul style="list-style-type: none"> <li>• I can start to suggest ideas and explain what I am going to do.</li> </ul>   |

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| <p><b>Make</b><br/>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> | <p><b>Design For Manufacture:</b></p> <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>● I can begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>● I can, with help, cut with some accuracy.</li> <li>● I can learn to use hand tools safely and appropriately.</li> <li>● I can start to <b>assemble, join and combine</b> materials in order to make a product.</li> <li>● I can demonstrate how to <b>cut</b> and <b>join</b> fabric to make a simple <b>product</b>.</li> <li>● I can use basic sewing techniques.</li> <li>● I can start to use appropriate finishing techniques based on my own ideas.</li> </ul> |   |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>● I can, with help, <b>measure</b>, mark out, cut and shape a range of materials.</li> <li>● I can explore using tools e.g. <i>scissors and a hole punch</i> <b>safely</b>.</li> <li>● I can begin to assemble, <b>join</b> and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>● I can begin to use simple finishing techniques to improve the <b>appearance</b> of my product</li> </ul>   |   |
|  | <p><b>Creative Risk:</b></p> <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>● I can build <b>structures</b>, exploring and reflecting (in written form) how they can be made stronger, stiffer and more stable.</li> <li>● I can begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>● I can, with help, cut and score with some accuracy.</li> <li>● I can start to <b>assemble, join and combine</b> materials in order to make a product.</li> <li>● I can learn to use hand tools safely and appropriately.</li> <li>● I can start to use appropriate finishing techniques based on my own ideas.</li> </ul>        |   |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>● I can begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>● I can, with help, <b>measure</b>, mark out, cut and shape a range of materials.</li> <li>● I can explore using tools e.g. <i>scissors and a hole punch</i> <b>safely</b>.</li> <li>● I can begin to assemble, <b>join</b> and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> </ul>  |   |
|  | <p><b>Food:</b></p> <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate how to prepare simple dishes safely and <b>hygienically</b>, without using a heat source.</li> <li>● I can demonstrate how to use techniques such as <b>cutting and peeling</b>.</li> </ul>  |   |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>● I know how to use techniques such as assembling.</li> </ul>  |   |
|  | <p><b>Evaluating</b><br/>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>  | <p><b>Design For Manufacture:</b></p> <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>● I can evaluate my work against design criteria.</li> <li>● I can begin to evaluate my product as it is developed and completed, identifying strengths and possible changes they might make.</li> </ul> |
|  |   | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>● I can start to <b>evaluate</b> my product by discussing how well it works in relation to the purpose.</li> </ul>   |
|  |   | <p><b>Creative Risk:</b></p>  |

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|  | <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>• I can look at a range of existing products and explain what I like and dislike about them.</li> <li>• I can evaluate my work against design criteria.</li> <li>• I can begin to evaluate my product as it is developed and completed, identifying strengths and possible changes they might make.</li> </ul>  |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>• I can start to <b>evaluate</b> my product by discussing how well it works in relation to the purpose.</li> <li>• I can begin to evaluate their products as they are developed, identifying <b>strengths</b> and possible <b>changes</b> I might make.</li> </ul>  |
|  | <p><b>Food:</b></p>  |
|  | <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>• I can evaluate my work against design criteria.</li> <li>• I can begin to evaluate my product as it is developed and completed, identifying strengths and possible changes they might make.</li> </ul>  |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>• I can begin to evaluate my products as they are developed, identifying <b>strengths</b> and possible <b>changes</b> I might make.</li> </ul>  |
|  | <p><b>Design For Manufacture:</b></p>  |
|  | <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>• I know that different stitches are used for different purposes.</li> </ul>  |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>• I can begin to understand the development of existing <b>products</b>: What they are for, how they work, materials used.</li> </ul>   |
|  | <p><b>Creative Risk:</b></p>   |
|  | <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>• I can look at a range of existing products and explain what I like and dislike about them.</li> <li>• I can evaluate my work against design criteria.</li> <li>• I can begin to evaluate my product as it is developed and completed, identifying strengths and possible changes they might make.</li> </ul>  |
|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>• I can make links to properties of <b>materials</b> in science to consider if certain materials are appropriate.</li> <li>• I know that materials are chosen for their purpose based on their properties.</li> </ul>   |
|  | <p><b>Food:</b></p>  |
| <p><b>Technical knowledge</b><br/>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | <p><b>Cycle A</b></p> <ul style="list-style-type: none"> <li>• When looking at existing products, I can explain what they like and dislike about products and why.</li> <li>• I can begin to understand that all food comes from plants or animals.</li> <li>• I can explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• I can start to understand how to sort foods and make healthy choices in <b>'The Eat well plate'</b></li> <li>• I am beginning to understand that everyone should eat at least five portions of <b>fruit</b> and <b>vegetables</b> every day.</li> <li>• I know how to prepare simple dishes safely and <b>hygienically</b>, without using a heat source.</li> <li>• I know how to use techniques such as assembling.</li> </ul> |

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|  | <p><b>Cycle B</b></p> <ul style="list-style-type: none"> <li>• When looking at existing products, I can explain what they like and dislike about products and why.</li> <li>• I can begin to understand that all food comes from plants or animals.</li> <li>• I can explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• I can start to understand how to sort foods and make healthy choices in 'The Eat well plate'</li> <li>• I am beginning to understand that everyone should eat at least five portions of <b>fruit</b> and <b>vegetables</b> every day.</li> <li>• I know how to prepare simple dishes safely and <b>hygienically</b>, without using a heat source.</li> <li>• I know how to use techniques such as assembling.</li> </ul> |
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| Assessment End Points Cycle A  |   |
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| Knowledge  | Skills  |
| <ul style="list-style-type: none"> <li>• I know how to design, prepare and assemble a healthy snack hygienically without using a heat source.</li> <li>• I know that different tools can be used for different purposes.</li> <li>• I know that different properties of certain <b>materials</b> impact my product.</li> </ul> | <ul style="list-style-type: none"> <li>• I can cut and join materials by using a range of techniques.</li> <li>• I can evaluate my work against design criteria.</li> <li>• I can evaluate my product identifying changes that could be made (against a criteria).</li> <li>• I can assemble, cut and join soft materials and use the appropriate tool e.g. sewing needle.</li> <li>• I can make choices based on my understanding of floating and sinking.</li> <li>• I can select foods and make healthy choices in 'The Eat well plate'</li> </ul> |

| Assessment End Points Cycle B  |   |
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| Knowledge  | Skills  |
| <ul style="list-style-type: none"> <li>• I know how to assemble a simple food item <b>hygienically</b>, without using a heat source.</li> <li>• I know the properties of <b>materials</b> in Science and consider these when creating my products.</li> <li>• I know that existing <b>products</b> have different uses and are made from appropriate materials.</li> </ul> | <ul style="list-style-type: none"> <li>• I can begin to evaluate my products as they are developed, identifying <b>strengths</b> and possible <b>changes</b>.</li> <li>• I can begin to assemble, <b>join</b> and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>• I can start to understand how to sort foods and make healthy choices in 'The Eat well plate'</li> </ul> |