

Skills progression map - Design Technology **KS1**

Elburton Primary School - curriculum drivers - **environment**, **oracy**, **diversity**, **initiative**

Strand	Year 1	Year 2
Design	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, ICT.	
	I can use my senses to explore a wide range of familiar products. I can take products apart and talk about the parts and how they work. <u>I can talk about and/or use words and pictures to plan my design.</u> <u>I can talk about what I am doing/making.</u>	I can use knowledge of existing products to support my plan for a similar product. I can include some knowledge of materials and techniques in my design. I can talk, explore and investigate products I have disassembled. <u>I can use construction kits, pictures and captions to plan my design.</u> I can <u>talk about</u> and describe the tools and materials I need and order the key tasks within my plan.
Make	Select from and use a range of tools and equipment to perform practical tasks (eg 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.	
	I can use <u>simple tools</u> and materials with support, eg scissors to cut paper. I can use my senses to explore and <u>talk about materials</u> . I can join with tape or glue. I can cut paper/card using scissors. I can add paper and card shapes to products.	<u>I can use simple tools to cut and join a range of materials</u> eg scissors, stapler, masking tape. I can use a range of simple ways to improve the <u>appearance of my product</u> . I can join by edge to edge using glue. I can cut paper. I can use a hole punch.
Evaluate	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	
	I can use my senses to explore a wide <u>range of familiar products</u> . I can talk about <u>familiar products</u> and what they do. I can talk about what <u>I am making and what I have done</u> .	I can talk about and <u>describe features of existing products</u> . I can talk about what I am doing and what I might do next. I can suggest ways in which I could <u>improve</u> my work.

Food technology	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	
	I can sort fruit and vegetables by taste, shape, size, colour and texture. <u>I can sort food into groups, e.g. fruit, vegetable, meat etc.</u> I can use basic tools to cut, shape and mix, e.g. cutters and whisks. <u>I know where a few of the foods I am cooking comes from.</u>	I can work safely and hygienically. I can sort and classify foods into food groups, e.g. vegetables, pulses, cereals, dairy etc. I can measure and weigh accurately using cups and spoons. I can talk about what happens when I cook and bake. I know what makes a healthy diet. I can talk about where some of the food I am cooking comes from.
Mechanisms (Axles, pulleys and gears)	Explore and use mechanisms(for example, levers, sliders, wheels and axles), in their products.	
	I can explore and talk about books containing moving pictures. I can construct a <u>simple slider</u> with support. I can construct a <u>simple lever</u> with support. I can explore and use construction kits containing gears.	I can deconstruct a <u>simple slider</u> and describe how it works. I can construct a <u>simple slider</u> independently. I can <u>make a lever</u> by joining card strips with paper fasteners. I can attach wheels to a chassis using an <u>axle</u> , e.g. cotton reels and dowel. I can use pencils or tubes <u>as rollers</u> to move an object across the floor. I can construct a <u>simple pulley</u> using rope over a horizontal bar to raise an object off the ground. I can use <u>construction kits with gears</u> to construct a line of gears that turn.
Structures	I can explore and investigate a range of simple, large scale construction materials, e.g. cardboard boxes. I can build buildings, bridges and towers using small-scale construction materials, e.g. Duplo. I can make simple 3D structures using straws.	I can construct a range of structures using simple construction kits. I can make <u>my structures more stable</u> by widening the base. I can make a square frame from strip wood I can make a simple card hinge.
Textiles	I can sort and group textiles by texture and colour. I can cut and stick fabrics together. I can apply simple decoration, e.g. fabric crayons, gluing on feathers etc.	I can use a simple template. I can join fabrics using glue, staples and thread. I can decorate fabrics by painting and printing.