



DT Curriculum Progression Skills



		EYFS	
		End of Year ELG	
Physical Development	Fine Motor Skills	Use a range of small tools, including scissors, paintbrushes and cutlery.	
Expressive Arts and Design	Creating with Materials	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.	
Aspect		Key Stage 1	
		End of Year 1 Expectations	End of Year 2 Expectations
Tools		Select and explain why they have chosen a particular tool for a task. (Scissors, glue gun, glue spreader)	Use tools safely for cutting and joining materials and components (Scissors, hacksaw, glue gun)
Materials		Select and explain their choice of materials, sometimes with help	Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect
Health and safety		Explain how to keep safe during a practical task	Work safely and hygienically in construction and cooking activities
Materials Textiles Paper and card		Cut out shapes from a range of fabrics and papers Fold, tear, roll and cut paper and card	Join fabrics using glue and tape Make packaging and boxes
Cutting		Cut safely with scissors/hacksaw	Cuts with precision with scissors/hacksaw
Joining		Join appropriately, using glue or tape	Attach features to a vehicle Join appropriately. Wheeled vehicles
Structures		Build simple structures - lego/ houses	Improve structures by making them stronger, stiffer and more stable
Mechanisms			Create and use wheels and axles Make simple levers using split pins



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Preparing and cooking food	Identify different foods measure and weigh foods using non-standard measures	Prepare dishes Understand where food comes from
Designing	Draw a simple picture of an intended design with basic labelling Have own ideas Explain what I want to do Explain what my product is for, and how it will work Use pictures and words to plan, begin to use models Design a product for myself following design criteria Research similar existing products	Produce labelled, detailed drawings based on a design criteria Have own ideas and plan what to do next Explain what I want to do and describe how I may do it Explain purpose of product, how it will work and how it will be suitable for the user Describe design using pictures, words, models, diagrams, begin to use ICT Design products for myself and others following design criteria Choose best tools and materials, and explain choices Use knowledge of existing products to produce ideas
Evaluation	Describe others' work, including work by professional craftspeople. Talk about their own and others' work identifying strengths and weaknesses Talk about my work, linking it to what I was asked to do Talk about existing products considering: use, materials, how they work, audience, where they might be used Talk about existing products, and say what is and isn't good Begin to talk about what could make product better	Explain how closely, finished products meet the criteria and identify improvements to be made. Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why