

The Priory Catholic Voluntary Academy

Foundation Stage and Key Stage One Design and Technology Progression Framework 2021-2022

D&T Area of Learning	FS2 Key Assessment Criteria	Year 1 Key Assessment Criteria	Year 2 Key Assessment Criteria
<p>Designing: understanding contexts, users and purposes.</p>	<ul style="list-style-type: none"> • I can articulate my ideas and thoughts in well-formed sentences. (C&L Reception) • I can return to and build on previous learning, refining ideas and developing their ability to represent them. (EAD Reception) 	<ul style="list-style-type: none"> • I can work confidently within a range of familiar contexts such as imaginary, story-based, home, school, playgrounds etc. (1.1) • I can say what product I am making. (1.1) • I can describe what my product is for and beginning to describe how it will work. (1.2) • I can say whether my product is for myself or another user. (1.3) 	<ul style="list-style-type: none"> • I can say what product I am making and for what user. (2.1) • I can say how I will make my product suitable for the user. (2.1) • I can explain how my product will work. (2.2) • I can use simple design criteria to help develop my design ideas. (2.2) • I can work confidently within a wider range of familiar contexts such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment etc. (2.3)
<p>Designing: generating, developing, modelling and communicating ideas.</p>	<ul style="list-style-type: none"> • I can talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. (C&L Reception) 	<ul style="list-style-type: none"> • I can generate design ideas by drawing on my own experiences. (1.1) • I can get ideas from existing products. (1.1) • I can develop and communicate my ideas by talking about them 	<ul style="list-style-type: none"> • I can use my own experiences and knowledge of existing products to help me come up with design ideas. (2.1) • I can develop my design ideas using talk, pictures and words. (2.2)

	<ul style="list-style-type: none"> • I can offer explanations for why things might happen... (C&L ELG) • I can participate in small groups, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. (C&L ELG) • I can return to and build on their previously learning, refining ideas and developing my ability to represent them. (EAD Reception) 	<p>and drawing pictures to make a plan. (1.2)</p> <ul style="list-style-type: none"> • I can explore and use materials to develop my design ideas. (1.3) 	<ul style="list-style-type: none"> • I can model ideas by exploring materials, components, construction kits, templates, mock ups etc. (2.3) • I can use ICT to develop and communicate my design ideas. (2.3)
Making: Planning	<ul style="list-style-type: none"> • I can collaborate with others sharing ideas and resources and skills. (EAD Reception) • I can articulate my ideas and thoughts in well-formed sentences. (C&L Reception) • I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. (C&L Reception) 	<ul style="list-style-type: none"> • I can tell you how I am going to make my product. (1.1) • I can choose from a simple range of tools and equipment. (1.2) • I can choose suitable materials for making my product. (1.3) 	<ul style="list-style-type: none"> • I can select from a range of tools and equipment, beginning to explain my choices. (2.1) • I can plan how to make my product by suggesting what to do next. (2.2) • I can select from a range of materials and components according to their characteristics. (2.3)
Making: Practical skills and techniques.	<ul style="list-style-type: none"> • I can use a range of tools competently, safely and confidently. (PD Reception) • I can use a range of small tools, including scissors, paint brushes and cutlery. (PD ELG) 	<ul style="list-style-type: none"> • I can use simple tools safely. (1.1) • I can join materials and components in simple ways. (1.1) • I can wash my hands before preparing food. (1.2) 	<ul style="list-style-type: none"> • I can use a range of simple hand tools safely. (2.1) • I can follow procedures for hygiene for food preparation. (2.1)

	<ul style="list-style-type: none"> • I can begin to show accuracy and care when drawing. (PD ELG) • I can safely use and explore and variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD ELG) • I can explore, use and refine a variety of artistic effects to express ideas and feelings. (EAD ELG) 	<ul style="list-style-type: none"> • I can cut and shape materials. (1.2) • I can make products using simple materials and components including: kits, textiles, food ingredients and mechanical components. (1.2) • I can use some simple finishing techniques – from art and design. (1.3) 	<ul style="list-style-type: none"> • I can assemble, join and combine materials and components in different ways. (2.2) • I can use finishing techniques – including those from art and design. (2.2) • I can make products using a range of materials and components including: kits, textiles, food ingredients and mechanical components. (2.3) • I can measure, mark out, cut and shape materials and components. (2.3)
<p>Evaluating: Own ideas and products.</p>	<ul style="list-style-type: none"> • I can share the creation, explaining the process I have used. (EAD ELG) 	<ul style="list-style-type: none"> • I can talk about my design ideas and what I am making. (1.1) • I am beginning to make suggestions about how my product might be improved. (1.2) 	<ul style="list-style-type: none"> • I can suggest how my product might be improved. (2.1) • I can make simple judgements about my products and ideas against design criteria. (2.2)
<p>Evaluating: Existing products.</p>	<ul style="list-style-type: none"> • I can create collaboratively sharing ideas, resources and skills. (EAD Reception) 	<ul style="list-style-type: none"> • I know what a product is. (1.1) • I can say who a simple product is for. (1.2) • I can say what a simple product is for. (1.2) • I can say what a product might be made from. (1.2) • I can say what I like/dislike about a product. (1.3) 	<ul style="list-style-type: none"> • I can identify a product and who is the intended user. (2.1) • I can describe how a simple product might work or be used. (2.2) • I can say where a product might be used. (2.2) • I can identify the materials used to make a product. (2.3)

			<ul style="list-style-type: none"> I can say what I like/dislike about a product. (2.3)
Technical Knowledge: Making products work.	<ul style="list-style-type: none"> I can use new vocabulary in different contexts. (C&L Reception) I can use recently introduced vocabulary. (C&L ELG) 	<ul style="list-style-type: none"> I know about the simple working characteristics of materials and components. (1.1) I know how to make freestanding structures stronger, stiffer and more stable. (1.1) I can use some technical key words when making products such as: lever, structure, mixture, ingredients etc. (1.2) I can join food ingredients according to sensory characteristics. (1.2) I can describe materials using different words. (1.3) I can cut materials using scissors. (1.3) I know about the movement of simple levers and sliders. (1.3) 	<ul style="list-style-type: none"> I can join food ingredients according to sensory characteristics. (2.1) I know about the simple working characteristics of materials and components. (2.2) I know about the movement of simple wheels and axles. (2.2) I know how to make framework structures stronger, stiffer and more stable. (2.2) I can use some technical key words when making products such as: axle, chassis, jinx frame etc. (2.2) I know how to combine two identical textile shapes to make a 3-d product (puppet). (2.3)
Cooking and Nutrition Where food comes from.		<ul style="list-style-type: none"> I know food comes from plants and animals. (1.1) I know that food has to be farmed. (1.3) 	<ul style="list-style-type: none"> I know food comes from plants and animals. (2.1) I know food is farmed – grown or caught elsewhere. (2.1) I can describe the properties of the ingredients I use. (2.1)

<p>Cooking and Nutrition Food preparation, cooking and nutrition.</p>	<ul style="list-style-type: none"> • I can understand the importance of healthy food choices (PSED ELG) • I can know and talk about the different factors that support their overall health and well-being. (PD Reception) • I can develop the skills of personal hygiene. (PD Reception) 	<ul style="list-style-type: none"> • I know we should eat 5 portions of fruit and veg a day. (1.1) • With help I can peel, cut and grate food safely. (1.1) • With help I can prepare a simple dish safely and hygienically, without using a heat source. (1.2) • With help I can name and sort foods into the five groups of The Eatwell Plate. (1.2) • I can describe the texture of food. (1.2) • I can think of ways to decorate food I have made. (1.2) 	<ul style="list-style-type: none"> • I can name and sort foods into the five groups of The Eatwell Plate. (2.1) • I know we should eat 5 portions of fruit and veg a day. (2.1) • I can prepare a simple dish safely and hygienically, without using a heat source. (2.1) • I can cut, grate and peel foods. (2.1)
--	---	--	--