

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

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

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

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

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