

The Priory Catholic Voluntary Academy

EYFS and KS1 Design and Technology Skills Progression Ladders

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. I can return to and build on previous learning, refining ideas and developing their ability to represent them. <p><i><u>Expressive Art and Design</u></i> <i>Explores a range of simple tools (advent).</i> <i>Selects appropriate resources and adapts work where necessary (lent).</i></p> <p><i><u>Communication and Language</u></i> <i>Uses talk to organise, sequence, and clarify ideas, and events (advent).</i> <i>Participates and uses newly introduced vocabulary in 1:1/ small group contexts (lent).</i> <i>Uses talk to organise, sequence, and clarify thinking and ideas (lent).</i> <i>Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary (Pentecost/ELG).</i></p>	<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. I can offer explanations for why things might happen. I can participate in small groups, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. <p><i><u>Communication and Language</u></i></p>	<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 and drawing pictures to make a plan. (1.2) I can explore and use materials to develop my design ideas. (1.3) 	<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) I can model ideas by exploring materials, components, construction kits, templates, mock ups etc. (2.3)

	<p><i>Uses talk to organise, sequence, and clarify ideas, and events (advent).</i> <i>Participates and uses newly introduced vocabulary in 1:1/ small group contexts (lent).</i> <i>Uses talk to organise, sequence, and clarify thinking and ideas (lent).</i> <i>Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary (Pentecost/ELG).</i></p> <p><u>Expressive Art and Design</u> <i>Manipulates a variety of resources to achieve a planned effect (lent).</i></p>		<ul style="list-style-type: none"> I can use ICT to develop and communicate my design ideas. (2.3)
<p>Making: Planning</p>	<ul style="list-style-type: none"> I can collaborate with others sharing ideas and resources and skills. I can articulate my ideas and thoughts. I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. <p><u>Communication and Language</u> <i>Uses talk to organise, sequence, and clarify ideas, and events (advent).</i> <i>Participates and uses newly introduced vocabulary in 1:1/ small group contexts (lent).</i> <i>Uses talk to organise, sequence, and clarify thinking and ideas (lent).</i> <i>Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary (Pentecost/ELG).</i></p>	<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)
<p>Making: Practical skills and techniques.</p>	<ul style="list-style-type: none"> I can use a range of tools competently, safely and confidently. I can use a range of small tools, including scissors, paint brushes and cutlery. 	<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) I can cut and shape materials. (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)

- I can begin to **show** accuracy and care when drawing.
- I can safely use and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- I can **explore**, use and refine a variety of artistic effects to express ideas and feelings.

Expressive Art and Design

Explores a range of simple tools (advent).

Manipulates a variety of resources to achieve a planned effect (lent).

Uses simple tools competently and appropriately (lent).

Selects appropriate resources and adapts work where necessary (lent).

Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Pentecost/ELG).

Share their creations, explaining the processes they have used (Pentecost/ELG).

Physical Development- Fine Motor Skills

Explore simple tools to effect changes to materials (advent).

Handles tools, objects, construction and malleable materials with increasing control (advent).

Shows a preference for a dominant hand (advent).

Uses tools with increasing confidence and accuracy to effect changes to materials (lent).

Handles tools, objects, construction and malleable materials with increasing control and expertise (lent).

Uses a range of tools, including scissors, paint brushes and cutlery (Pentecost/ELG).

- 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)

- 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)

	<i>Begins to show accuracy and care when drawing (Pentecost/ELG).</i>		
Evaluating: Own ideas and products.	<ul style="list-style-type: none"> I can share the creation, explaining the process I have used. <p><i><u>Expressive Art and Design</u> Share their creations, explaining the processes they have used (Pentecost/ELG).</i></p>	<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)
Evaluating: Existing products.	<ul style="list-style-type: none"> I can create collaboratively sharing ideas, resources and skills. <p><i><u>Communication and Language</u> Offers explanations for why things might happen (Pentecost/ELG).</i></p>	<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) I can say what I like/dislike about a product. (2.3)
Technical Knowledge: Making products work.		<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. (2.3)

<p>Cooking and Nutrition Where food comes from.</p>	<ul style="list-style-type: none"> I can understand that some countries grow different fruits. <p><u><i>Understanding The World- People, Cultures and Community</i></u> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where- appropriate- Maps (Pentecost/ELG).</i></p>	<ul style="list-style-type: none"> I know food comes from plants and animals. (1.2) 	<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 I can know and talk about the different factors that support their overall health and well-being. I can develop the skills of personal hygiene. <p><u><i>PSED- Managing Self</i></u> <i>Will attempt to eat a range of healthy foods (advent). Independently identify a range of healthy foods (lent). Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (Pentecost/ELG).</i></p>	<ul style="list-style-type: none"> I know we should eat 5 portions of fruit and veg a day. (1.2) With help I can peel, cut and grate food safely. (1.2) 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)