

## Progression Map

### Design Technology



	Reception	Key Stage 1	Key Stage 2
EYFS	<p>Understands that media can be combined to create new effects.</p> <ul style="list-style-type: none"><li>• Constructs with a purpose in mind, using a variety of resources.</li><li>• Uses simple tools and techniques competently and appropriately.</li><li>• Selects appropriate resources and adapts work where necessary.</li><li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li><li>• Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</li><li>• Create simple representations of objects.</li><li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li></ul>		

Design and Develop	D1 Talk about what they want to make	D1 Design purposeful, functional, appealing products based on design criteria  D2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology	D1 Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  D2 Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make	M1 Use a variety of tools and materials to make models.	M1 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  M2 Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics	M1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  M2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Evaluate	E1 Be excited about what they have made	E1 Explore and evaluate a range of existing products  E2 Evaluate ideas and products against design criteria	E1 Investigate and analyse a range of existing products  E2 Evaluate ideas and products against their own design criteria and consider the views of others to improve their work  E3 Understand how key events and individuals have helped shape the world
Technical Knowledge		TK1 Build structures, exploring how they can be made stronger, stiffer and more stable  TK2 Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	TK1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  TK2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

			<p>TK3 Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>TK4 Apply their understanding of computing to program, monitor and control products.</p>
<p><b>Cooking and Nutrition</b></p>	<p>CN1 Be curious about food and begin to understand the importance of a healthy diet</p>	<p>CN1 use the basic principles of a healthy and varied diet to prepare dishes</p> <p>CN2 understand where food comes from.</p>	<p>CN1 understand and apply the principles of a healthy and varied diet</p> <p>CN2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>CN3 understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>