

Cupernham Infant School DT Progression YR→Y1→Y2



DT Skill	Year R	Year 1	Year 2
Designing (planning and communicating ideas)	<ul style="list-style-type: none"> ○ I can follow verbal instructions ○ I can name the tools they are using ○ I can talk about what I'm doing and why (in the moment) ○ I can adapt initial ideas with support and suggestions from an adult ○ I have begun to construct with purpose in mind (pre-planned) 	<ul style="list-style-type: none"> ○ I can follow instructions to cut and build structures ○ I can draw on my experiences to generate ideas and begin to justify choices for techniques used ○ I can explain what I'm going to make, why and how (use first, next, last) ○ I can adjust my thinking as I go, through trial and error, explaining my thinking as they go ○ I can draw a simple plan of what my end product will look like with a list of materials needed or labels 	<ul style="list-style-type: none"> ○ I can identify a purpose for the product they intend to design and make ○ I can say how they will make their products suitable for the intended user ○ I can apply previous knowledge, experience and skills to influence their decisions.
Making (working with tools, equipment)	<ul style="list-style-type: none"> ○ I can select materials needed to shape, assemble and join ○ I can explore different materials for joining (blue tac, glue, sellotape etc.) ○ I know how everyday things work through dismantling things ○ I can use scissors, hole punch, rolling pins, cutters, and 'safe' knives for cutting 	<ul style="list-style-type: none"> ○ I can explain why I have selected particular materials or techniques for joining, shaping and assembling (purpose) ○ I can explore how to make structures stronger or more stable (e.g. lego wall construction, selecting more stable materials) ○ I can do a basic running stitch (Binka) 	<ul style="list-style-type: none"> ○ I can talk about what they would do differently and why if I were to repeat the task ○ I know how simple levers and sliding mechanisms are used to create movement e.g. in moving pictures ○ I can use axels and wheels to create a moving vehicle. ○ I can discuss how well my product works in relation to its purpose ○ I can explore existing products—say who and what they are for and what I like/dislike about it.



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<p>Food safety</p>	<ul style="list-style-type: none"> ○ I understand basic food hygiene (hand washing, not touching hair, face etc, use of aprons, cleaning surfaces) ○ I have begun to understand which foods are healthy ○ I have experienced recipes that involve baking, cutting, and mixing. ○ I talk about the changes they see in the recipes they make (liquid to solid, solid to liquid, soft to hard etc) 	<ul style="list-style-type: none"> ○ I know that everyone should eat at least five portions of fruit and vegetables every day ○ I can cut and chop a range of ingredients safely ○ I understand that all food comes from plants or animals. 	<ul style="list-style-type: none"> ○ I understand that all food comes from plants or animals ○ I can follow recipes which involve baking, cutting, mixing and refrigerating. ○ I can create my own recipe for a sandwich. ○ I can explain the journey of particular food. ○ I can peel, cut and chop a range of ingredients safely.
<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> ○ I can talk about the making process and begin to explain changes made and why. ○ 	<ul style="list-style-type: none"> ○ I can talk about what they would differently and why if I were to repeat the task ○ I can talk about what went well during the making process and what could be changed. ○ I can explore existing products—say who and what they are for and what I like/dislike about it 	<ul style="list-style-type: none"> ○ I can make simple judgements about my products and ideas against design criteria and suggest how my ideas could be improved ○ I can discuss how well my product works in relation to its purpose ○ I explore existing product and understand who and what they are for and what I like/dislike about it