# Design and Technology Progression at Breage School

| | EYFS | Year 1 and 2 |
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| **Food** | -Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake and then watching it rise while cooking.<br><br>-Children should practise stirring, mixing, pouring and blending ingredients during cookery activities.<br><br>-Practise basic hygiene skills when handling and preparing food. | -Be aware of the Eatwell Plate Know about 5 portions fruit/veg<br>Cut, peel or grate ingredients safely and hygienically.<br><br>-Measure or weigh using measuring cups or electronic scales.<br><br>-Assemble or cook ingredients.<br><br>-Understand where food comes from (plants/animals) and that it has to be farmed, grown, and caught. |
| **Materials** | -Show an awareness of how to be safe using tools.<br><br>-Begin to show a range of techniques and tools to shape materials such as scissors or tearing.<br><br>-Begin to join materials using a variety of tools and techniques such as Sellotape, glues, string and consider which is the most suitable for the task. | -Cut materials safely using tools provided.<br>Measure and mark out to the nearest centimetre.<br><br>-Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br><br>-Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).<br><br>-Select from a range of tools and equipment. |

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| **Textiles** | -Show an awareness of how to be safe using tools.<br><br>-Explore texture, quality and print of materials and discuss their suitability to a task.<br><br>-Begin to understand a variety of techniques for decorating textiles such as printing or tie dying. | -Shape textiles using templates.<br><br>-Join textiles using running stitch.<br><br>-Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).<br><br>-Select from a range of materials and components according to characteristics. |

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| **Electricals and electronics** | -Show an understanding of which devices need electricity/battery to enable them to operate. | -Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). |
| **Computing** | -Begin to use an age-related program to design/draw models. | -Model designs using software.<br><br>-Develop and communicate ideas using computing. |
| **Construction** | -Learning to construct with a purpose in mind, use scissors, glue, string and a hole punch or construction resources such as Lego or wooden bricks. | -Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products. |
| **Mechanics** | -Use age-appropriate resources such as Lego or cogs and gears to create moving parts. | -Create products using levers, wheels and winding mechanisms.<br>Use sliders and axles. |

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| **To design, make, evaluate and improve** | -Discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings.<br><br>-Discuss how they may have adapted their work for a different purpose.<br><br>-Start to record experiences by, for example, drawing, writing and making a model. | -Design products that have a clear purpose and an intended user.<br><br>-Make products, refining the design as work progresses.<br><br>-Use software to design.<br><br>-Model ideas by making templates and drafts.<br><br>-Use simple design criteria to develop their ideas.<br><br>-Use finishing techniques.<br><br>-Suggest how their products could be improved. |
| **To take inspiration from design throughout history** | -Recreate own models of objects they may have experienced such as vehicles or buildings. | -Explore objects and designs to identify likes and dislikes of the designs.<br><br>-Suggest improvements to existing designs.<br><br>-Explore how products have been created.<br><br>-How free-standing structures can be made stronger, stiffer and more stable. |