Design and Technology progression at St Mawes School

	EYFS	Year 1 and 2
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. -Children should practise stirring, mixing, pouring and blending ingredients during cookery activities. -Practise basic hygiene skills when handling and preparing food.	-Be aware of the Eatwell Plate Know about 5 portions fruit/veg Cut, peel or grate ingredients safely and hygienically. -Measure or weigh using measuring cups or electronic scales. -Assemble or cook ingredients. -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. -Begin to show a range of techniques and tools to shape materials such as scissors or tearing. -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. Measure and mark out to the nearest centimetre. -Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). -Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). -Select from a range of tools and equipment.

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

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. -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. Use sliders and axles.

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. -Discuss how they may have adapted their work for a different purpose. -Start to record experiences by, for example, drawing, writing and making a model.	-Design products that have a clear purpose and an intended user. -Make products, refining the design as work progresses. -Use software to design. -Model ideas by making templates and drafts. -Use simple design criteria to develop their ideas. -Use finishing techniques. -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. -Suggest improvements to existing designs. -Explore how products have been created. -How free-standing structures can be made stronger, stiffer and more stable.