

Oak Meadow Skills Progression

Key Stage 1

Subject Area: Design Technology



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| <p>National Curriculum Objectives</p> | <p><u>Pupils will be taught to:</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic <p><u>Evaluate</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from | |
| <p>Skills and Techniques</p> | <p>Year 1</p> <p>Link to toys and fairytales topic. E.g. bridge for Billy Goats Gruff, furniture for three little bears, shoe for the elves and the shoemaker</p> <ul style="list-style-type: none"> Use senses to explore a wide range of familiar products. Take simple products apart and talk about how their parts work. Talk about and/or use construction materials, drawings and words to plan their own original designs. State what products they are designing and making. | <p>Year 2</p> <p>Link to Lighthouse Keeper's Lunch – make a lighthouse, a healthy lunch box, a slider Christmas card.</p> <ul style="list-style-type: none"> State what products they are designing and making. Describe what their products are to be used for. Say how their products will work and how they're suitable for intended users. Use simple design criteria to help develop their ideas. Use knowledge of existing products to support plans for a similar product. |

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| | | <ul style="list-style-type: none"> Describe what their products are to be used for. | <ul style="list-style-type: none"> Develop and communicate ideas by talking and drawing. Describe, explore and investigate products that have been disassembled. Use construction kits, pictures, templates, mock ups and captions to plan and design. Talk about and describe the tools and materials needed in order complete the key tasks within a plan. |
| Make | <ul style="list-style-type: none"> Plan by suggesting what to do next Select from a range of tools, materials and components. Follow procedures for safety and hygiene. Cut paper/ card using scissors. Join with tape or glue. Apply simple finishes. E.g., paint, PVA, glue glaze. Use a range of materials, including food ingredients. Measure, mark out and cut a range of materials. Cut and stick fabrics together. Apply simple finishing techniques. E.g., fabric crayons, gluing on feathers. | <ul style="list-style-type: none"> Explore and talk about the characteristics of an increasing range of materials. Select and use simple tools to cut and join a range of materials. Use a straight edge to mark lines for cutting. Join edge-to-edge using glue. Curl paper. Use a hole punch and stapler. Select from a range of finishes to improve the appearance of a product. Follow procedures for safety and hygiene. | |
| Evaluate | <ul style="list-style-type: none"> Talk about their design ideas and what they are making Talk about the steps taken to achieve the outcome. Talk about how to make their products better. Explore what their products are, what they are made from, who they are for, how they are used. Talk about likes and dislikes of existing product. | <ul style="list-style-type: none"> Talk about and describe key features of a range of products. Explore and evaluate a range of existing products. Begin to evaluate the success of the product in terms of function and aesthetic criteria. Make simple judgements about their products and ideas against design criteria. Talk and write about how to make their products better. Talk about likes and dislikes of existing product. Give reasons. | |
| Technical knowledge | <ul style="list-style-type: none"> Pupils show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully. Pupils know about the movement of simple mechanisms such as levers, sliders, wheels and axles Use simple construction materials to make a vehicle. Explore and talk about books containing flaps and moving pictures. Construct a simple lever with support. Explore building bridges and towers using large and | <ul style="list-style-type: none"> Attach wheels to a chassis using an axle, e.g. cotton reels and dowel. Deconstruct a simple slider and describe how it works. Construct a simple slider independently. Make a lever by joining card strips with paper fasteners. Construct a range of simple structures. Make a structure more stable by widening the base. Talk about and begin to select textiles based on characteristics of an increasing range of materials. | |

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| | | <p>small-scale construction materials. E.g. Duplo, cardboard boxes.</p> <ul style="list-style-type: none"> • Make simple 2D structures using straws. | <ul style="list-style-type: none"> • Use a simple template. • Join fabrics using glue, staples and thread. • Apply an increasing range of finishing techniques, e.g. painting and printing. |
| | Cooking and Nutrition | <ul style="list-style-type: none"> • Recognise that food comes from plants or animals. • Know that food is farmed, grown or caught. • Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups, e.g. meat, vegetables etc. • Begin to recognise that everyone should eat at least five portions of fruit and vegetables a day. • Use basic tools e.g. cutters and whisks. • Use techniques – cutting, peeling and grating. | <ul style="list-style-type: none"> • Sort and classify food into food groups, e.g. vegetables, pulses, cereals, dairy etc. • Talk about what happens when food is heated and cooled • Know how to prepare simple dishes safely and hygienically without using a heat source. • Measure and weigh accurately using cups and spoons. • Use techniques – cutting, chopping, peeling and grating. |