

Skills and Knowledge	EYFS	Year 1	Year 2
Design	Work within different contexts such as story, home, school, playground / Generate ideas from existing examples / Begin to come up with and talk about their own designs / <i>Look at toy bears and investigate how they are made. Design a home for a bears / Draw den designs / Design egg carriers / Draw designs of 3 Little Pigs Houses / Work from a given design to make a construction set model.</i>	State what products they are designing and making / Say whether their products are for themselves or other users / Describe what their products are for / Use existing products to generate own original designs / Begin to develop and communicate ideas by talking and drawing.	Explain how products will work and how they're suitable for the intended user / Use simple design criteria / Generate own ideas drawing on own experiences / Use knowledge of existing products to come up with ideas / Develop and communicate ideas by talking and drawing / Model ideas by exploring materials, components, construction kits and by making templates and mock ups / Use ICT where appropriate to develop and communicate ideas.
Make	Show some planning skills by suggesting what to do next / Begin to follow safety procedures / Select from a range of materials and components including junk modelling and construction sets / <i>Christmas cards and ornaments from own and given designs / Construct dens from construction sets and other materials / Select from a range of materials and components for egg carriers and houses / Make eye patches from felt / Make swords from a range of materials / Make pirate hats using tape / fabric glue and velcro patches / Make boats from a range of materials including junk modelling, large modelling from tyres, wood and large construction sets.</i>	Plan by suggesting what to do next / Select from a range of tools, materials and components / Follow procedures for safety and hygiene / Use a range of materials, components and textiles and mechanical products / Measure, marks out, shapes and cuts most materials with support.	Plan by suggesting what to do next / Select from a range of materials and components according to characteristics / Explain choices / Follow procedures for safety / Use range of materials and components e.g. textiles, mechanical, construction kits / Measure, mark out, cut and shaps a range of materials and components / Begin to use finishing techniques including those from art and design sessions.
Evaluate	Begin to talk about their design ideas and what they are making / Think about how to make their products better / Begin to explore what products are, who they are for, how they are used, where they are from / <i>Make a simple judgement about which materials and design were most effective for keeping an egg intact</i>	Talk about their design ideas and what they are making / Talk about how to make products better / Explore what products are made from, who they are for, how they are used, where they are from / Talk about likes and dislikes of existing products.	Talk about design ideas and what they are making / Make simple judgements about own products and ideas against design criteria / Talk and write about how to make products better / Explore what products are, what they are made from, who they are for, how they are used and where they might be used / Talk about likes and dislikes of existing products and give reasons.
Technical Knowledge	Recognise that a range of technology is used in places such as homes and schools / Select and use technology for particular purposes / Show interest in toys with buttons and mechanisms / Begin to understand the movement of simple mechanisms such as levers, sliders and wheels	Select and use technology for particular purposes / <i>Know how to operate simple equipment and show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully</i> / Understand the simple working characteristics of materials and components / <i>Know how to make a structure more stable by rolling or folding or joining</i> / <i>Know about the movement of simple levers and sliders</i> / Begin to use correct technical vocabulary for projects. <i>Know about the movement of simple mechanisms such as wheels and axles</i>	Understand the working characteristics of materials and components / <i>Know about the movement of simple mechanisms such as levers and sliders and axles (could begin to use pulleys)</i> / Use the correct technical vocabulary for projects. <i>Recognise that 3d textiles products can be assembled from two identical shapes</i> / Use the correct technical vocabulary for projects. <i>Understand how free-standing structures can be made stronger, stiffer and more stable.</i>
Physical Skills	<i>Develop cutting and joining skills. Use scissors safely and effectively. Use Sellotape and glue</i> / Assemble, join and combine materials components and ingredients/ Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.	<i>Use split pins, treasury tags</i> / With help, measure and mark out, cut, shape and score materials with some accuracy	Measure and cut to size / <i>Use a pin hammer and pins safely and effectively</i> / Cut shape and score materials with increasing accuracy / <i>Cut shape and join fabric to make a simple product</i> / <i>Use a basic running stitch</i>

