



Year One DT Progression Steps

Year 1	Developing	Expected Standard	Exceeding	Language
Background Research Design	With support pupils can think of their own ideas for design. Use pictures and words to plan. Design a product for themselves, following a design criteria. Work in a range of different contexts (imaginary, home, school, wider community, story based)	Pupils can think of their own ideas for design. Use pictures and words to plan. Design a product for themselves, following design criteria. Work in a range of different contexts (imaginary, home, school, wider community, story based)	Pupils can independently think of their own ideas for a design. They understand what a product is and who it is for. They can use pictures and a range of words to plan. They are able to design a product independently following a design criteria. They are able to adapt their learning style and work in a variety of contexts.	Think, design, sketch, label, product
Make	With support pupils can explain what is being made. Select appropriate tools and equipment for the purpose.	Pupils can explain what is being made. Select appropriate tools and equipment for the purpose.	Pupils can explain what is being made and why. They can select appropriate tools and equipment for the purpose and explain what the tool is used for. They can select different tools that fit the purpose.	Tools, plan, equipment
Evaluate	Begin to talk about their own products saying one thing which is bad and one thing which is good about it. With support say whether the product matches their design.	Talk about own and pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	Talk about their own products and compare it to pre-existing products, saying what is good and bad about them and why. Say whether their product fits the design brief and how it could be improved. Record this information.	Design brief, Product, compare, pros and cons, improvement
Technical Knowledge	With support build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can be made stronger, stiffer and more stable. Know about movement of simple mechanisms such as levers, sliders, wheels and axels.	Build various different structures explore how they can be made stronger, stiffer and more stable. Evaluate different structures. Know and discuss movement of simple mechanisms such as levers, sliders, wheels and axels.	Structure, explore, movement, mechanisms
Cooking and Nutrition	With support begins to understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision).	Understands that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). Sort foods into the 5 groups using The Eatwell Plate.	Understands that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). Knows different tools are used for different purposes. Sort foods into the 5 groups using The Eatwell Plate and name the 5 food groups.	Peel, cut, grate, animal food groups.